

Preface

This document, the *IHE Performance Report Summary Report*, has been prepared in compliance with the Excellent Schools Act of 1997. The report is to be issued annually for three years and biennially thereafter. Every effort has been made to ensure the accuracy of the information it contains. Future issues of this report will contain two additional items of information not contained in this report because it is not yet available. Using the 1998-99 cohort of students as the baseline, future reports will contain information on graduation rates and the number of individuals employed four years after program completion. In future years, institutions will also be rewarded or sanctioned based on the data contained in this report. This report represents the benchmarking of data collection. Much has been learned in the process that will make the preparation of future reports more efficient and allow them to be issued earlier in the academic year.

A supplemental report entitled *IHE Performance Report Institutional Reports* provides detailed information on the teacher education program at each college/university. It contains the following information on each IHE:

- Overview of the Institution
- Special Characteristics
- Program Areas and Levels Offered
- Brief Summary of Collaborative Activities with the Public Schools
- Brief Description of Efforts to Assist Low-Performing Schools
- Brief Description of Efforts to Ensure the Technological Competence of Preservice/Inservice Teachers
- Brief Description of Efforts to Serve Lateral Entry Teachers
- Brief Description of Special Efforts to Improve NTE/Praxis Scores
- Brief Description of Efforts to Recruit Students into Professional Education Programs Leading to Licensure
- Brief Description of Efforts to Encourage Minority Students to Pursue Teacher Licensure
- Brief Description of New Initiatives (if any) not described above
- Brief Description of Programs Designed to Support Beginning Teachers
- Brief Description of Programs Designed to Support Career Teachers
- Brief Summary of Faculty Involvement in Public Schools
- Characteristics of Students (Full-time and Part-time) Admitted to and Enrolled in Programs Leading to Licensure in the Fall of 1998
- Information on the Number of Lateral Entry Teachers Served
- Admission Test Data (Quality of Students Admitted to Programs during the 1998-99 year)

- Number of Program Completers during the 1998-99 year (as reported by the institution)
- Performance of Program Completers on the Principles of Learning and Teaching Exams and the NTE/Praxis Specialty Area Exams (Note: This information is based on individuals who completed student teaching during the 1997-98 academic year.)
- Length of Time to Program Completion
- Number of Undergraduate Program Completers Employed in NC Schools within 1 year of Program Completion (Note: This is based on individuals who completed student teaching during the 1997-98 academic year.)
- Top 10 LEAs Employing Teachers with degrees from the college/university
- Results of the Surveys of Recent Program Completers, Their Mentors, and Their Principals
- Number of Teacher Education Faculty

A definition of the terms used is contained in Appendix A.

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FOREWORD

North Carolina colleges and universities with approved teacher education programs recognize the serious nature of this report and have provided the best data available. Staff in the Department of Public Instruction also recognize the serious nature of this report and have made every effort possible to ensure the accuracy of the data. Much was learned from the data collection processes used and efforts are underway to improve the collection of data for subsequent reports. In making generalizations and judgements based on the information contained in this report several cautions are in order:

1. The response rate on the surveys of program completers, their mentors, and their principals was **very low** and any generalizations based on the data are therefore limited and should be made cautiously. With the implementation of the new Initial Licensure Program which will include an annual survey of these individuals the validity of the data will be improved.
 2. The data collected for this report should be considered baseline and benchmarking data. Institutions now know exactly what information will need to be accurately reported on an annual basis. In some cases, institutions were unable to provide data requested.
 3. While definitions were provided for terms, based on the clarifications requested, it is clear that there are different understandings of the terms used and that more specific parameters need to be established to ensure that the data across institutions is consistent.
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TEACHER EDUCATION IN NORTH CAROLINA

An Overview

North Carolina currently has 47 approved Teacher Education Programs. While the specific course requirements vary from institution to institution, each approved program of study has been judged to be in compliance with the standards, competencies, and guidelines prescribed by the State Board of Education for the specialty area. On-site reviews of approved teacher education programs are conducted every five years. The reviews are typically a joint venture between the North Carolina Department of Public Instruction and the National Council for Accreditation of Teacher Education (NCATE). Team members have been trained in the program approval process. The DPI team members are internal to the state; the NCATE team members are external to the state. In addition to reviewing the reports prepared by the institution for the visits, team members examine course syllabi, handbooks, and samples of student work, visit clinical sites, observe university classes, tour campus facilities, and interview current students, recent graduates, faculty, administrators, support staff, and public school personnel. Working independently but cooperatively the DPI team focuses on professional studies, program admission standards, and curriculum, faculty, resources, and evaluation of individual specialty areas. The NCATE team focuses on the program as a whole (referred to as the unit) and reviews curriculum, student quality, faculty, governance, and resources. In making accreditation decisions, the State Board of Education considers the results of the reviews of the DPI and NCATE teams, the performance of students on the Praxis exams, the performance of graduates in the Initial Licensure Program, and the licensure of methods faculty.

Preservice Teacher Education

Preservice teachers, like all students enrolled in the college/university, complete a series of **General Education** courses which typically include mathematics, science, English, history, social science, and fine arts. In addition, preservice teachers complete a sequence of **Professional Studies** courses which typically include foundations of education, educational psychology, developmental psychology, reading/writing in the content areas, and exceptional children, and a sequence of **Specialty Studies** courses which are related to the specific licensure area (e.g., prospective math teachers complete courses in trigonometry, calculus, linear algebra, etc.; prospective social studies teachers complete courses in history, economics, political science, geography, etc.). Additional elective hours may be required to fulfill semester-hour graduation requirements. Designated teacher education majors (e.g., elementary education, middle grades education, special education, physical education, and business education) in the public universities are required to complete a second academic concentration to be awarded the baccalaureate degree.

Throughout their professional studies and specialty studies sequences preservice teachers complete supervised field experiences in public school settings, culminating in a 10-week minimum student teaching experience. The public universities are implementing a year-long internship program to strengthen the student teaching experience.

Graduate Teacher Education

Following ratification of the Excellent Schools Act in 1997 an ad hoc committee was convened by the Department of Public Instruction to develop guidelines for the new master's degree/advanced competencies teaching license. The report of this committee included expectations for program development, program components, and specific characteristics, behaviors, understandings, and skills of master teachers. These expectations were derived from research findings, reports of best practice, the National Board for Professional Teaching Standards, the North Carolina Department of Public Instruction guidelines for graduate programs, and National Council for the Accreditation of Teacher Education standards for advanced programs.

The guidelines for the new master's degree programs include:

- consideration of the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC), the NCDPI competencies currently required for licensure in the student's teaching area, guidelines of national specialty area associations, and the National Board for Professional Teaching Standards;
- involvement of experienced teachers, university faculty, and other practicing educators in the design of the curriculum;
- more rigorous courses of study within the same number of hours currently required for master's degrees;

- focus on current trends and issues in education, teaching of reading and writing across the curriculum, meeting the diverse needs of students in inclusive classroom settings, using technology to enhance and support teaching and other professional activities, applying research findings to curriculum development and classroom instruction, developing peer leadership and mentoring skills, and reflecting, diagnosing, and prescribing instruction that fosters student learning;
- on-going clinical or field experiences that link program faculty, students enrolled in the program, and master practitioners in the schools;
- a culminating "product of learning";
- providing opportunities to complete the program as part-time students, during summers, or at off-campus sites by means of distance learning; and
- development of competencies related to instructional expertise, knowledge of learners, research expertise, connecting subject matter and learners, professional growth and leadership.

The Excellent Schools Act specifies that "persons who qualify for a 'G' certificate prior to September 1, 2000, shall be awarded a 'Masters/Advanced Competencies' certificate without meeting additional requirements. On and after September 1, 2000, no additional 'G' certificates shall be awarded."

Institutions offering graduate programs are in the process of transitioning to the new programs.

Table I details the teacher education programs offered by each college/university.

Note: While Barber-Scotia College is included in Table I, it is not included in subsequent tables because it was only granted Temporary Authorization for its Elementary Education Program in January 1999, halfway through the report year.

Table I: Programs Offered

Table 1 - Programs Offered														
4 = Bachelor's Level 5 = Master's Level 6 = Specialist's Level 7 = Doctoral Level * Temporary Authorization	Birth - Kindergarten	Preschool Add-On	Elementary Education	Middle Grade Language Arts	Middle Grade Mathematics	Middle Grade Science	Middle Grade Social Studies	English	Mathematics	Comprehensive Science	Biology	Chemistry	Earth Science	Physics
Institution														
Appalachian State University	4,5		4,5	4,5	4,5	4,5	4,5	4,5	4,5		4,5	4	4	4
Barber-Scotia College			4*											
Barton College			4	4	4	4	4	4	4	4	4			
Belmont Abbey College			4,5*	4,5			4,5	4						
Bennett College			4	4	4			4	4		4			
Campbell University			4,5	4,5			4,5	4,5	4,5		4			
Catawba College			4,5	4,5	4,5	4	4	4	4	4	4	4		
Chowan College			4					4	4					
Davidson College								4	4					
Duke University			4					4,5	4,5	4,5	5			5
East Carolina University	4		4,5	4,5	4,5	4,5	4,5	4,5	4,5	4,5				
Elizabeth City State University			4	4*	4*	4*	4*	4	4		4	4		
Elon College			4,5	4	4	4	4	4	4	4	4	4		4
Fayetteville State University			4,5	4,5	4,5	4,5	4,5	4,5	4,5		4,5			
Gardner-Webb University			4,5	4,5	4,5	4,5	4,5	4,5	4		4	4		
Greensboro College	4	4*	4	4	4	4	4	4	4		4			
Guilford College			4					4						
High Point University			4	4	4	4	4	4	4		4			
Johnson C. Smith University			4					4	4					
Lees-McRae College			4	4	4	4	4	4	4	4				
Lenoir-Rhyne College	4,5		4,5	4,5	4,5	4,5	4,5	4	4	4	4	4		4
Livingstone College			4					4	4					
Mars Hill College			4	4	4	4	4	4	4		4	4		
Meredith College	4		4,5	4	4	4	4	4	4		4	4		
Methodist College			4	4	4	4	4	4	4		4			
Montreat College								4	4*					
NC A&T State University	4		4,5					4,5	4,5		4,5	4,5		4
NC Central University	4*		4,5	4,5	4,5	4,5	4,5	4,5	4,5		4	4,5		4
NC State University			5	4,5	4,5	4,5	4,5	4,5,7	4,5,6,7	4,5,6,7				
NC Wesleyan College			4	4	4	4	4	4	4		4			
Pfeiffer University			4					4	4					
Queens College			4,5					4	4		4			
St. Andrews Pres. College			4											
Saint Augustine's College			4					4	4		4			
Salem College	4,5		4,5					4	4		4	4		

Table I - Programs Offered (Continued ...) 4 = Bachelor's Level 5 = Master's Level 6 = Specialist's Level 7 = Doctoral Level * Temporary Authorization Institution	Birth - Kindergarten	Preschool Add-On	Elementary Education	Middle Grade Language Arts	Middle Grade Mathematics	Middle Grade Science	Middle Grade Social Studies	English	Mathematics	Comprehensive Science	Biology	Chemistry	Earth Science	Physics
Shaw University			4					4	4		4			
UNC - Asheville			4	4	4	4	4	4	4	4	4	4		4
UNC - Chapel Hill	4,5	4*	4,5	4	4	4	4	5	5	5				
UNC - Charlotte	4,5		4,5	4,5	4,5	4,5	4,5	4,5	4,5	4	4,5	4	4	4
UNC - Greensboro	4,5		4,5	4,5	4,5	4,5	4,5	4,5	4,5	5	4,5	4,5		4
UNC - Pembroke	4		4,5	4,5	4,5	4,5	4,5	4,5	4,5	4	4			
UNC - Wilmington	4*		4,5	4,5	4,5	4,5	4,5	4,5	4,5	4	4,5	4,5	4	4
Wake Forest University			4					4,5	4,5		4,5	4,5		4,5
Warren Wilson College			4					4	4		4			
Western Carolina University	4		4,5	4,5	4,5	4,5	4,5	4,5	4,5		4,5	5		
Wingate University			4,5	4,5	4,5	4	4,5	4	4		4	4		
Winston-Salem State University			4	4	4		4	4	4					

Table I: Programs Offered (Continued ...)

Table 1 - Programs Offered 4 = Bachelor's Level 5 = Master's Level 6 = Specialist's Level 7 = Doctoral Level Temporary Authorization Institution	Comprehensive Social Studies	History	Political Science	Sociology	Reading	Art	Dance	Music	Theater Arts	Health Specialist	Physical Education	Safety and Driver Education (Add-On)	Second Language Studies: Classical Latin	Second Language Studies: French
Appalachian State University	4,5	4,5			4,5	4		4,5	4	4	4			4,5
Barber-Scotia College														
Barton College	4					4					4			
Belmont Abbey College	4													
Bennett College								4						
Campbell University	4,5							4			4,5			4
Catawba College	4				4			4			4			
Chowan College											4			
Davidson College	4												4	4
Duke University	4,5													
East Carolina University	4,5,6	5			4,5	4,5	4	4,5,6	4	4,5	4,5	4		4
Elizabeth City State University	4					4		4			4			
Elon College	4	4						4		4	4			4
Fayetteville State University	4	4,5	4,5	4,5	4,5			4		4	4			
Gardner-Webb University	4							4			4,5			4
Greensboro College	4					4		4	4		4			
Guilford College	4													4
High Point University	4	4				4					4			4
Johnson C. Smith University	4									4	4			
Lees-McRae College	4								4					
Lenoir-Rhyne College	4				4,5	4		4	4		4		4	4
Livingstone College	4							4			4			
Mars Hill College	4					4		4	4		4			
Meredith College	4				5	4	4	4,5	4		4			4
Methodist College	4				4	4		4			4			4
Montreat College	4													
NC A&T State University	4,5	4,5			5	4,5		4	4		4,5			4
NC Central University	4,5					4		4,5	4	4	4,5			4,5
NC State University	4,5				5,6,7									4
NC Wesleyan College	4	4									4			
Pfeiffer University	4							4			4			
Queens College	4	4												4
St. Andrews Pres. College											4			
Saint Augustine's College	4							4			4			
Salem College	4				5									4
Shaw University	4													
UNC - Asheville	4	4			4	4			4				4	4

Table 1 - Programs Offered (Continued ...)	Comprehensive Social Studies	History	Political Science	Sociology	Reading	Art	Dance	Music	Theater Arts	Health Specialist	Physical Education	Safety and Driver Education (Add-On)	Second Language Studies: Classical Latin	Second Language Studies: French
4 = Bachelor's Level 5 = Master's Level 6 = Specialist's Level 7 = Doctoral Level Temporary Authorization														
Institution														
UNC - Chapel Hill	5				5			5					5	5
UNC - Charlotte	4,5	4			5	4	4	4	4	5				4
UNC - Greensboro	4,5	5		5	5	4	4,5	4,5,7	4,5	4,5	4,5		4,5	4,5
UNC - Pembroke	4				5	4		4			4			
UNC - Wilmington	4	4,5	4	4	5			4		4	4			4
Wake Forest University	4,5												4	4,5
Warren Wilson College	4	4												
Western Carolina University	4,5				4,5	4,5		4,5			4,5			4
Wingate University	4				4	4		4			4			
Winston-Salem State University	4					4		4			4			

Table I: Programs Offered (Continued ...)

Table 1 - Programs Offered 4 = Bachelor's Level 5 = Master's Level 6 = Specialist's Level 7 = Doctoral Level * Temporary Authorization Institution	Second Language Studies: German	Second Language Studies: Japanese	Second Language Studies: Spanish	English as a Second Language	Academically Gifted	Audiology	Behaviorally Emotionally Handicapped	Cross-Categorical	Hearing Impaired	Mentally Handicapped	Severely/Profound Handicapped	Specific Learning Disabilities	Speech-Language Impaired	Visually Impaired
Appalachian State University			4,5	4*			5	5		5		4,5	5	
Barber-Scotia College														
Barton College			4	4					4			4*		
Belmont Abbey College										4		4		
Bennett College										4		4		
Campbell University			4											
Catawba College					4									
Chowan College														
Davidson College			4											
Duke University														
East Carolina University	4		4	4,5	5	5	4			4,5	5	4,5	5	
Elizabeth City State University										4		4		
Elon College			4				5					4,5		
Fayetteville State University			4				4,5			4,5		4,5		
Gardner-Webb University			4											
Greensboro College			4				4			4		4		
Guilford College			4											
High Point University			4		4		4			4		4		
Johnson C. Smith University														
Lees-McRae College														
Lenoir-Rhyne College	4		4	4,5	4,5				4					
Livingstone College														
Mars Hill College														
Meredith College			4	4,5										
Methodist College			4		4							4		
Montreat College														
NC A&T State University			4*					4						
NC Central University			4				5			5			5	5*
NC State University			4	4*,5*			5			5		5		
NC Wesleyan College														
Pfeiffer University							4					4		
Queens College			4											
St. Andrews Pres. College														
Saint Augustine's College												4		
Salem College			4									4,5		
Shaw University										4				
UNC - Asheville	4		4											
UNC - Chapel Hill	5	5	5	4,5								4,5		

**Table 1 - Programs Offered
(Continued ...)**

4 = Bachelor's Level
5 = Master's Level
6 = Specialist's Level
7 = Doctoral Level

* Temporary Authorization

Institution	Second Language Studies: German	Second Language Studies: Japanese	Second Language Studies: Spanish	English as a Second Language	Academically Gifted	Audiology	Behaviorally Emotionally Handicapped	Cross-Categorical	Hearing Impaired	Mentally Handicapped	Severely/Profound Handicapped	Specific Learning Disabilities	Speech-Language Impaired	Visually Impaired
UNC - Charlotte	4		4	5	5		5	5		4,5	5	5		
UNC - Greensboro	4		4,5	4,5,7		5	4,5	5	4			4,5	5	
UNC - Pembroke										4		4		
UNC - Wilmington			4				4	5		4		4		
Wake Forest University	4		4,5*											
Warren Wilson College														
Western Carolina University	4		4				5			4,5		4,5	5	
Wingate University														
Winston-Salem State University			4									4		

Table I: Programs Offered (Continued ...)

Table 1 - Programs Offered 4 = Bachelor's Level 5 = Master's Level 6 = Specialist's Level 7 = Doctoral Level * Temporary Authorization Institution	Agriculture	Career Exploration (Add-On)	Career Exploration Education	Family and Consumer Sciences	Health Occupations Education	Industrial Cooperative Training	Marketing Education	Technology Education	Trade Preparatory Programs	Vocational Business Education	Vocational Business Education -Data Processing	Vocational Director	Vocational Director (Add-On)	Curriculum Instructional Specialist
Appalachian State University				4,5			4	4,5	4		4			5,6
Barber-Scotia College														
Barton College														
Belmont Abbey College														
Bennett College														
Campbell University				4										
Catawba College														
Chowan College														
Davidson College														
Duke University														
East Carolina University				4,5			4,5			4,5	4,5			5,6
Elizabeth City State University								4		4				
Elon College														
Fayetteville State University							4			4	4			5
Gardner-Webb University														
Greensboro College														
Guilford College														
High Point University														
Johnson C. Smith University														
Lees-McRae College														
Lenoir-Rhyne College										4	4			
Livingstone College														
Mars Hill College														
Meredith College				4							4			
Methodist College														
Montreat College														
NC A&T State University	4,5	4,5		4		4,5		4,5	4,5	4	4		5	5
NC Central University				4,5										
NC State University	4,5,7		4,5,7		4,5		4,5	4,5				5,6,7		5,6,7
NC Wesleyan College														
Pfeiffer University														
Queens College														
St. Andrews Pres. College														
Saint Augustine's College										4				
Salem College														
Shaw University														
UNC - Asheville														
UNC - Chapel Hill														5,6,7

**Table 1 - Programs Offered
(Continued ...)**

4 = Bachelor's Level
5 = Master's Level
6 = Specialist's Level
7 = Doctoral Level

* Temporary Authorization

Institution	Agriculture	Career Exploration (Add-On)	Career Exploration Education	Family and Consumer Sciences	Health Occupations Education	Industrial Cooperative Training	Marketing Education	Technology Education	Trade Preparatory Programs	Vocational Business Education	Vocational Business Education -Data Processing	Vocational Director	Vocational Director (Add-On)	Curriculum Instructional Specialist
UNC - Charlotte														5
UNC - Greensboro							4,5			4,5	4,5			5,6,7
UNC - Pembroke														
UNC - Wilmington														5
Wake Forest University														
Warren Wilson College														
Western Carolina University				4,5										5
Wingate University														
Winston-Salem State University														

Table I: Programs Offered (Continued ...)

Table 1 - Programs Offered (Continued ...)	School Administrator	School Counselor	School Psychologist	School Social Worker	Media Coordinator	Media Supervisor	Instructional Technology Specialist-Computers	Instructional Technology Specialist- Telecommunications
4 = Bachelor's Level 5 = Master's Level 6 = Specialist's Level 7 = Doctoral Level * Temporary Authorization								
Institution								
Appalachian State University	5,6,7	5	6		5	6	5	5
Barber-Scotia College								
Barton College								
Belmont Abbey College								
Bennett College								
Campbell University	5	5						
Catawba College								
Chowan College								
Davidson College								
Duke University								
East Carolina University	5,6,7	5,6	6	4,5,6	5	5,6	5	5
Elizabeth City State University								
Elon College								
Fayetteville State University	5,7							
Gardner-Webb University	5	5						
Greensboro College								
Guilford College								
High Point University								
Johnson C. Smith University								
Lees-McRae College								
Lenoir-Rhyne College		5						
Livingstone College								
Mars Hill College								
Meredith College				4				
Methodist College				4*				
Montreat College								
NC A&T State University		5		4	5			
NC Central University		5			5			
NC State University		5,7	6,7	4			5,7	
NC Wesleyan College								
Pfeiffer University								
Queens College								
St. Andrews Pres. College								
Saint Augustine's College								
Salem College								
Shaw University								
UNC - Asheville								

Table 1 - Programs Offered (Continued ...) 4 = Bachelor's Level 5 = Master's Level 6 = Specialist's Level 7 = Doctoral Level * Temporary Authorization		School Administrator	School Counselor	School Psychologist	School Social Worker	Media Coordinator	Media Supervisor	Instructional Technology Specialist-Computers	Instructional Technology Specialist-Telecommunications
Institution									
UNC - Chapel Hill		5,7	6	6,7	6	5			
UNC - Charlotte		5,6,7	5,6					5*	
UNC - Greensboro		5,6,7	5,6,7		4	5	5	5	
UNC - Pembroke			5		4				
UNC - Wilmington		5							
Wake Forest University			5						
Warren Wilson College									
Western Carolina University		5,6,7	5	6				5	
Wingate University									
Winston-Salem State University									

QUALITY OF STUDENTS ENTERING THE PROGRAMS

Colleges and universities with approved teacher education programs seek to recruit and retain quality students who reflect the diversity of the state and nation. They work closely with their college/university admission offices to promote teacher education programs. Brochures and other promotional materials are routinely distributed. Teacher education faculty regularly participate in career days, open houses, and other recruitment activities for prospective students. Some institutions have developed specific programs to recruit teacher assistants into teacher education programs. Some institutions utilize current teacher education students in their recruitment efforts. A number of institutions have instituted off-campus programs designed to bring teacher education programs to prospective students. Some have earmarked special scholarships for teacher education majors in addition to the Teaching Fellows Scholarships and Prospective Teacher Scholarship Loans available from the state. Information on institution specific efforts to recruit students into teacher education programs and efforts to recruit minority teacher education candidates is contained in the *Institutional Reports* document which accompanies this Summary Report.

Undergraduate Teacher Education Program Admission Requirements

To be admitted to an approved teacher education program, prospective teachers must:

- have a 2.5 (on a 4.0 scale) grade point average;
- satisfactorily complete the Preprofessional Skills Tests (PPST) or the comparable Computer-Based Tests (CBT) in Reading, Writing, and Mathematics; and
- satisfy institution specific requirements such as an interview, speech proficiency screening, completion of prescribed courses with designated grades (e.g., usually a grade of "C" or better is required in a foundations of education course).

Per State Board of Education policy, undergraduate degree-seeking students must earn at least the following scores on the PPST or CBT exams to be admitted to teacher education. Their progress in completing program requirements must be limited to not more than half of the professional studies course sequence, excluding student teaching, until formal admission has been granted.

Test	Required Score
PPST Reading	176
PPST Math	173
PPST Writing	173
CBT Reading	323
CBT Math	318
CBT Writing	319

Graduate Teacher Education Program Admission Requirements

Graduate Teacher Education Program Admission Requirements vary from institution to institution. Most require prospective students to meet a prescribed grade point average and to earn a satisfactory score on a standardized examination such as the Miller Analogies Test (MAT) or Graduate Record Exam (GRE). Many require references; a number require a writing sample (essay). Prospective students who do not hold an "A" (undergraduate) level teaching license in the proposed area of study may be required to complete additional undergraduate course work.

Table II summarizes the Fall 1998 enrollment in teacher education programs. This data was provided by the institution. **Table III** summarizes admission test results. This data was provided by the institutions for the students reported as admitted to their programs.

Table II: Enrollment in Teacher Education Programs, Fall 1998 - Full Time

U= Undergraduate L= Licensure Only G = Graduate	U		L		G	
M=Minority; T= Total	M	T	M	T	M	T
Appalachian State University	24	812	1	43	13	184
Barton College	5	47	0	0	0	0
Belmont Abbey College	1	37	3	8	0	0
Bennett College	11	11	0	0	0	0
Campbell University	5	64	0	0	0	15
Catawba College	0	46	0	3	0	0
Chowan College	0	49	0	0	0	0
Davidson College	1	14	0	0	0	0
Duke University	6	28	0	0	2	11
East Carolina University	37	515	3	25	41	273
Elizabeth City State University	2	26	0	0	0	0
Elon College	2	37	0	0	0	0
Fayetteville State University	250	447	0	0	30	52
Gardner-Webb University	0	26	0	1	0	14
Greensboro College	3	63	1	7	0	0
Guilford College	2	37	0	1	0	0
High Point University	8	145	2	14	0	0
Johnson C. Smith University	29	30	1	2	0	0
Lees-McRae College	1	12	0	0	0	0
Lenoir-Rhyne College	1	70	0	3	0	3
Livingstone College	23	23	0	1	0	0
Mars Hill College	3	92	0	5	0	0
Meredith College	0	77	0	13	0	0
Methodist College	6	47	0	0	0	0
Montreat College	0	5	0	0	0	0
NC A & T State University	91	103	38	43	84	108
NC Central University	67	121	5	13	11	29
NC State University	14	288	1	18	4	31
NC Wesleyan College	4	42	0	0	0	0
Pfeiffer University	3	51	0	1	0	0
Queens College	0	22	0	0	0	25
Salem College	0	9	0	0	1	11
Shaw University	10	10	0	0	0	0
St. Andrews Presbyterian College	2	32	0	5	0	0
St. Augustine's College	10	10	179	233	0	0
UNC-Asheville	5	81	2	30	0	0
UNC-Chapel Hill	10	71	0	0	16	92
UNC-Charlotte	53	459	7	62	31	157
UNC-Greensboro	57	231	4	26	19	189
UNC-Pembroke	18	84	1	10	0	5
UNC-Wilmington	20	369	2	42	5	37
Wake Forest University	3	34	0	3	5	32
Warren Wilson College	0	28	0	0	0	0
Western Carolina University	14	341	0	2	2	51
Wingate University	1	59	0	0	0	0
Winston-Salem State University	33	58	1	7	0	0
Totals	835	5263	251	621	264	1319

	Part-time					
U= Undergraduate L= Licensure Only G = Graduate	U		L		G	
M=Minority; T= Total	M	T	M	T	M	T
Appalachian State University	2	60	11	78	6	125
Barton College	0	2	0	0	0	0
Belmont Abbey College	0	0	1	5	1	14
Bennett College	0	0	0	0	0	0
Campbell University	1	14	9	81	9	66
Catawba College	0	0	0	2	0	22
Chowan College	0	0	0	0	0	0
Davidson College	0	0	0	2	0	0
Duke University	0	0	0	0	0	0
East Carolina University	5	41	26	108	63	418
Elizabeth City State University	0	1	0	0	0	0
Elon College	0	2	0	7	0	16
Fayetteville State University	35	58	0	0	345	385
Gardner-Webb University	0	0	0	0	8	173
Greensboro College	0	1	0	18	0	0
Guilford College	0	0	0	0	0	0
High Point University	0	0	0	0	0	0
Johnson C. Smith University	0	0	8	12	0	0
Lees-McRae College	0	2	0	0	0	0
Lenoir-Rhyne College	0	0	5	47	2	49
Livingstone College	3	4	4	5	0	0
Mars Hill College	0	7	0	14	0	0
Meredith College	0	0	1	24	0	18
Methodist College	0	0	0	0	0	0
Montreat College	0	0	0	0	0	0
NC A & T State University	3	3	72	82	192	217
NC Central University	4	5	6	10	10	23
NC State University	0	1	2	8	5	89
NC Wesleyan College	0	3	8	17	0	0
Pfeiffer University	0	0	0	0	0	0
Queens College	0	0	0	0	0	59
Salem College	0	6	0	0	2	14
Shaw University	0	1	0	2	0	0
St. Andrews Presbyterian College	0	1	1	5	0	0
St. Augustine's College	0	0	0	0	0	0
UNC-Asheville	0	5	2	16	0	0
UNC-Chapel Hill	0	0	4	27	3	18
UNC-Charlotte	22	103	43	227	48	379
UNC-Greensboro	2	25	16	74	28	299
UNC-Pembroke	3	12	5	12	34	174
UNC-Wilmington	6	66	1	56	7	54
Wake Forest University	0	0	0	0	0	2
Warren Wilson College	0	0	0	0	0	0
Western Carolina University	3	34	0	7	7	178
Wingate University	0	0	0	0	6	61
Winston-Salem State University	0	0	5	15	0	0
Totals	89	457	230	961	776	2853

Table III: Admission Test Data

	PPST-R	PPST-W	PPST-M	CBT-R	CBT-W	CBT-M	gpa-u
Required for Admission	176	173	173	323	319	318	
State Median	179	175	177	327	323	322	2.5
Appalachian State University	181	177	180	329	328	324	3.26
Barton College	179	176	178	328	325	324	3.22
Belmont Abbey College	180	176	180	328	324	322	3.43
Bennett College	176		175	328	323	324	2.58
Campbell University	181	178	181	330	327	325	3.22
Catawba College	180	176	179	329	324	327	3.08
Chowan College	181	177	180	328	324	326	3.22
Davidson College	184	181	184				3.10
Duke University	184	180	185				3.10
East Carolina University	181	177	181	329	324	326	3.21
Elizabeth City State University	181	176	179	325	322	324	3.66
Elon College	179	177	181	328	324	324	3.08
Fayetteville State University	179	175	182	330	325	325	3.52
Gardner-Webb University	181	178	182	325	320	322	3.26
Greensboro College	181	176	179	329	326	324	3.34
Guilford College	182	177	178	332	329	328	2.96
High Point University	180	176	179	329	325	325	3.29
Johnson C. Smith University				325	321	323	3.18
Lees-McRae College	179	175	180	329	321	325	3.27
Lenoir-Rhyne College	180	177	179	329	325	323	3.27
Livingstone College	180	175	179	328	324	323	
Mars Hill College	182	178	180	329	324	327	3.14
Meredith College	182	179	182	330	326	325	3.23
Methodist College	181	177	179	329	327	324	3.46
Montreat College	183	179	183				3.31
NC A & T State University	180	177	177	329	324	327	
NC Central University	181	176	179	330		326	3.17
NC State University	182	177	182	331	328	328	
NC Wesleyan College	180	175	180	328	323	323	3.14
Pfeiffer University	180	176	178	328	324	325	3.36
Queens College	*	*	*	330	325	324	
Salem College	180	177	179	331	327	326	3.59
Shaw University	*	*	*	*	*	*	
St. Andrews Presby. College	180	177	178	329	324	325	3.24
St. Augustine's College	176	177	180	332	323	325	3.47
UNC-Asheville	188	184	182	327	322	318	3.14
UNC-Chapel Hill	180	176	181	*	*	*	3.15
UNC-Charlotte	181	177	181	328	324	326	3.19
UNC-Greensboro	182	178	182	330	326	326	3.41
UNC-Pembroke	181	177	180	324	320	318	3.01
UNC-Wilmington	181	177	181	329	325	324	3.35
Wake Forest University	184	180	185	332	329	331	3.32
Warren Wilson College	182	179	181	331	327	328	3.60
Western Carolina University	181	177	181	329	324	326	3.23
Wingate University	182	179	179	329	325	326	
Winston-Salem State University	180	177	178	330	328	325	

* See Institutional Report; Cells with fewer than 3 test-takers cannot be reported.

QUALITY OF STUDENTS COMPLETING THE PROGRAMS

Teacher education programs are designed to provide preservice and inservice teachers with the knowledge, skills, abilities, and dispositions that will allow them to effectively meet the needs of diverse learners in the public school setting. To this end, students are required to complete defined programs of study which include courses in professional education, content pedagogy, and the discipline(s) the individual is preparing to teach. Colleges and universities take seriously their responsibility to recommend individuals for licensure. For this reason, the progress of students in completing program requirements is monitored and the competence of students is assessed throughout the program of study. As appropriate, students may be advised to consider alternative majors.

Licensure Recommendations

In addition to satisfying all program/course requirements, to be recommended for initial licensure upon program completion prospective teachers must:

- prepare a satisfactory technology product of learning (portfolio) which demonstrates the basic and advanced technology competencies adopted by the SBE;
- satisfy NTE/Praxis testing requirements. This includes the *Principles of Learning and Teaching* exam and one or more specialty area exams. As the Educational Testing Service (ETS) develops Praxis exams to replace NTE Specialty Area exams, the SBE is adopting new exams for the specialty areas. These exams assess content knowledge and pedagogy. For some areas there is currently one specialty area exam; for others there are 2-3 specialty area exams.
- have the recommendation of the college/university;
- have the recommendation of the Local Education Agency (LEA) in which student teaching was completed.

Initial Licensure Program

Upon completion of a teacher education program, preservice teachers are issued an initial teaching license and participate in the Initial Licensure Program. The Initial Licensure Program has been expanded from two years to three years. During this time, the initially licensed teacher is observed at least three times annually by the principal or principal's designee and at least once annually by a teacher. During the first two years of teaching the initially licensed teacher is provided a paid mentor.

To receive a continuing license, the initially licensed teacher must complete three years of teaching and (when approved through the APA process) the Performance-Based Licensure (PBL) process. In addition, the employing school system must affirm that it has no knowledge of issues related to character or conduct to deny the continuing license.

The success of individuals recommended for licensure by each approved teacher education program in converting an initial license to a continuing license is monitored by the Department of Public Instruction and current teacher education program approval criteria require institutions to maintain at least a 95% conversion rate. Since the inception of the Initial Licensure Program in the mid 1980s all institutions have met this criteria.

Efforts to Ensure the Technological Competence of Beginning Teachers

To be recommended for initial licensure preservice teachers are required to complete a technology product of learning which demonstrates their mastery of the basic and advanced technology competencies prescribed by the State Board of Education. These products of learning are to be evaluated by teams of college/university faculty and public school practitioners.

All teacher education programs are expected to integrate the utilization of technology across the curriculum and teacher education faculty are expected to model the use of technology in their instruction. To prepare prospective teachers to effectively use technology to enhance instruction a number of teacher education programs require prospective teachers to complete specific course work in the use of technology in teaching. Institutions have worked to upgrade computer facilities to provide students access to technological resources. Each of the public universities with an approved teacher education program has been provided funds to employ a technology specialist to work with faculty and students. Teacher education faculty have participated

in workshops to update their technology skills. Grants have been written to obtain funding to support technology training for teacher education faculty and public school teachers. Graduate level technology courses have been designed for and made available to inservice educators. Information on the specific efforts of each institution to ensure the technological competence of beginning teachers is contained in the *Institutional Reports* document which accompanies this Summary Report.

Efforts to Assist Students in Satisfying Praxis Testing Requirements

Institutions utilize a variety of means to assist students in satisfying Praxis testing requirements. Information on Praxis testing examination requirements is distributed to students early in their programs of study. Study materials, including those published by the Educational Testing Service (ETS), are made available to students. Most institutions have purchased *Learning Plus*, a computer-based program, from ETS to assist students preparing to take the Preprofessional Skills Tests (PPST). In some cases use of this program is tied to specific courses; in other cases its use is optional. Faculty at a number of institutions have actually taken the Praxis II Specialty Area exams so that they are familiar with the format and scope of the exams. They have used this experience to restructure courses to assure better alignment of course and exam contents. The format of exams used in some university courses has been modified to prepare students for the types of questions they will encounter on the Praxis II Specialty Area exams. Some institutions have brought external consultants, including individuals from ETS, to campus to conduct workshops for faculty and students. Some institutions indicate that they provide tutoring for individuals experiencing difficulty with the exams. Information on the specific efforts of each institution to assist students in meeting Praxis testing requirements is contained in the *Institutional Reports* document which accompanies this Summary Report.

Table IV summarizes information provided by the institutions on the length of time taken by students to complete the teacher education program from the time of formal admission. **Table V** provides summary information on the performance of program completers on Praxis exams. The data in Table V was generated by comparing those individuals identified by the institution as having student taught in 1997-1998 to the Praxis database available to the Department of Public Instruction. It should be noted that if less than three students took an exam the results have not been reported for reasons of confidentiality. Praxis testing requirements are contained in Appendix B.

**Table IV: Length of Time to Program Completion
(Undergraduate Students)**

Number of Semesters	Full-time Students						Part-time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University	62	122	139	56	23	7						1
Barton College	18	12	2	1	1	1			1			
Belmont Abbey College	7	8	2									
Bennett College		8	3									
Campbell University	31	5										
Catawba College	5	7	2									
Chowan College	19	6			1		1					
Davidson College												
Duke University												
East Carolina University	285	56	8	1		1	1					1
Elizabeth City State University	17	7	4	2		1						
Elon College	4	33	90									
Fayetteville State University	10	4	6	5	3	3	1		1			
Gardner-Webb University	20	15										
Greensboro College	15	11	6				1	1				1
Guilford College		13										
High Point University		145										
Johnson C. Smith University	20	5										
Lees-McRae College	7	1	1				1					1
Lenoir-Rhyne College	24	12										
Livingstone College		8										
Mars Hill College	24	20	6			1						
Meredith College	39	36	3	2								
Methodist College	29											
Montreat College	2											
NC A & T State University	43	14	5	3	1	9	2		1			
NC Central University	24	18	13	2	3	32	1					
NC State University	77	7										
NC Wesleyan College	7	6	1			1					1	2
Pfeiffer University	9	3				1						
Queens College	1	5										
Salem College		5	1					6	1			
Shaw University		6										
St. Andrews Presbyterian College	8	8	1	1								
St. Augustine's College		4	1									
UNC-Asheville	5	7	1						1			
UNC-Chapel Hill		56	5									
UNC-Charlotte	75	71	22	5		1	5	7	2		1	
UNC-Greensboro	19	78	8	4							1	1
UNC-Pembroke	38	3	1				4	1				
UNC-Wilmington	152	55	22	1	3	3						
Wake Forest University	34											
Warren Wilson College	6	3	1	1								
Western Carolina University	22	51	57	6								
Wingate University		22	1									
Winston-Salem State University				3		13						
Totals	1158	956	412	93	35	74	17	15	7	0	3	7

**Length of Time to Program Completion
(Undergraduate Licensure-Only)**

Number of Semesters	Full-time Students						Part-time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University	5	3	3	1		1	4	5	4	4	3	6
Barton College	2	1	1				1					1
Belmont Abbey College	2	1	1									
Bennett College												
Campbell University							8	5	1		1	
Catawba College	2		1				1	2				1
Chowan College												
Davidson College												
Duke University												
East Carolina University	13	2	1	1	1		48	4	15	3	2	3
Elizabeth City State University	5	4	4		1							
Elon College								4				
Fayetteville State University	3	2	1	1	1							
Gardner-Webb University	4											
Greensboro College							13	1		2		
Guilford College							1					
High Point University		14										
Johnson C. Smith University							1	1				
Lees-McRae College												
Lenoir-Rhyne College	1		1				1	1	2			
Livingstone College								1				
Mars Hill College	4	3	0	1			2	2	1			1
Meredith College	3	7	19				1		6	1		1
Methodist College												
Montreat College												
NC A & T State University							3	1				
NC Central University	6	1			1	1						
NC State University	1											
NC Wesleyan College								1				3
Pfeiffer University	1											
Queens College							4					
Salem College		2										
Shaw University		3										
St. Andrews Presbyterian College	2	1										
St. Augustine's College	12	3										
UNC-Asheville	15	3	1	1			8	1	1			1
UNC-Chapel Hill							1	1	1			
UNC-Charlotte	21	1	1				22	15	5	3		
UNC-Greensboro	5	5									1	1
UNC-Pembroke							3					
UNC-Wilmington	60	5										
Wake Forest University	3						2					
Warren Wilson College												
Western Carolina University		3							1	3	1	
Wingate University												
Winston-Salem State University		2										
Totals	170	66	34	5	4	2	124	45	37	16	8	18

**Length of Time to Program Completion
(Master's Degrees)**

Number of Semesters	Full-time Students						Part-time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
palachian State University	1	17	28	12	9	14	5	6	20	24	15	30
rton College												
Imont Abbey College							4	2				
nnett College												
mpbell University							1	6	4	5	1	3
tawba College												
owan College												
vidson College												
ke University	11			1								
st Carolina University	85	80							26	29	15	66
zabeth City State University												
n College								3	3	5		
yetteville State University		1				1		2	6	3	5	8
rdner-Webb University								1	3	8	10	59
eensboro College												
ilford College												
gh Point University												
nson C. Smith University												
as-McRae College												
noir-Rhyne College								1	1	1		8
ingstone College												
ars Hill College												
redith College								1	1		2	
ethodist College												
ontreat College												
Y A & T State University	3	3	4	2	3	4	10	11	12	6	2	4
Y Central University	7	4	6	4	4	17						
Y State University	7	16	1			13	13	13	13	13	3	4
Y Wesleyan College												
iffer University												
eens College		11						6				
lem College								1	23	1		
aw University												
Andrews Presbyterian College												
Augustine's College												
IC-Asheville												
IC-Chapel Hill	4	39	7		2	1						
IC-Charlotte	10	59	12	9	3		20	30	23	26	14	5
IC-Greensboro	8	32	10	4						4	5	9
IC-Pembroke	1						21	25	14	2	7	5
IC-Wilmington	6	8		9			3	10		2	1	1
ake Forest University	32											
arren Wilson College												
estern Carolina University		3						3	4	9	7	38
ngate University								1	18	2		3
nston-Salem State University												
Totals	175	273	68	41	21	50	77	122	171	140	87	243

**Length of Time to Program Completion
(Graduate Licensure-Only)**

Number of Semesters	Full-time Students						Part-time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University	2	1			1		7	2	2	2	2	4
Barton College												
Belmont Abbey College												
Bennett College												
Campbell University												
Catawba College												
Chowan College												
Davidson College												
Duke University												
East Carolina University							7				1	
Elizabeth City State University												
Elon College												
Fayetteville State University							4	2			2	
Gardner-Webb University							1	3	1	3	1	11
Greensboro College												
Guilford College												
High Point University												
Johnson C. Smith University												
Lees-McRae College												
Lenoir-Rhyne College										1		
Livingstone College												
Mars Hill College												
Meredith College												
Methodist College												
Montreat College												
NC A & T State University	1	1					2	1	1			1
NC Central University		1										
NC State University							6			1	3	1
NC Wesleyan College												
Pfeiffer University												
Queens College												
Salem College												
Shaw University												
St. Andrews Presby. College												
St. Augustine's College												
UNC-Asheville												
UNC-Chapel Hill							6	1	1			
UNC-Charlotte							1	6		1		
UNC-Greensboro								4	4	3	1	1
UNC-Pembroke												
UNC-Wilmington												
Wake Forest University												
Warren Wilson College												
Western Carolina University												
Wingate University												
Winston-Salem State University												
Totals	3	3	0	0	1	0	34	19	9	11	10	18

Table V: Praxis Performance of Program Completers

Institution	PK/PLT		Elem. Ed.		9-12 Science		Biology		Chemistry	
	N	%	N	%	N	%	N	%	N	%
Appalachian State University	371	98%	165	97%			3	100%	2	*
Barton College	34	97%	36	95%	1	*			1	*
Belmont Abbey College	20	100%	15	80%	2	*				
Bennett College										
Campbell University	38	100%	26	96%			3	67%		
Catawba College	20	100%	12	100%						
Chowan College	13	100%	5	100%						
Davidson College	8	100%								
Duke University	35	100%	14	100%	5	100%	1	*		
East Carolina University	309	96%	139	94%	7	71%				
Elizabeth City State University	46	98%	30	70%			2	*		
Elon College	68	99%	37	100%	2	*			2	*
Fayetteville State University	74	85%	39	67%						
Gardner-Webb University	17	100%	9	100%	1	*	3	67%	1	*
Greensboro College	20	100%	9	100%						
Guilford College	1	*	5	100%						
High Point University	32	97%	24	80%						
Johnson C. Smith University	5	72%	3	67%						
Lees-McRae College	3	100%	3	100%						
Lenoir-Rhyne College	33	100%	27	100%						
Livingstone College	1	*	4	50%						
Mars Hill College	25	100%	14	86%	1	*	1	*	1	*
Meredith College	116	100%	63	100%			1	*		
Methodist College	19	100%	11	100%			1	*		
Montreat College	2	*								
NC A & T State University	58	81%	33	58%			2	*		
NC Central University	54	93%	27	81%						
NC State University	94	98%			13	77%				
NC Wesleyan College	12	92%	8	100%						
Pfeiffer University	11	91%	11	100%						
Queens College	27	96%	22	96%			1	*		
Salem College	12	100%	15	100%						
Shaw University	10	60%	6	0%	1	*	1	*		
St. Andrews Presbyterian College	6	67%	6	83%						
St. Augustine's College	2	*	1	*						
UNC-Asheville	53	100%	15	100%			4	100%	1	*
UNC-Chapel Hill	120	100%	38	100%	11	91%				
UNC-Charlotte	213	98%	105	96%						
UNC-Greensboro	199	98%	94	99%			3	100%	1	*
UNC-Pembroke	74	95%	39	79%	2	*				
UNC-Wilmington	234	100%	125	97%	9	89%	3	33%	1	*
Wake Forest University	24	100%	13	92%			5	100%	2	*
Warren Wilson College	3	100%	4	100%						
Western Carolina University	111	99%	37	95%	3	33%	1	*		
Wingate University	11	100%	6	100%	1	*			1	*
Winston-Salem State University	25	96%	16	75%						
State Percentages	7535	89%	4706	68%	626	24%	308	41%	345	9%

Rates Based on 1997-98 Student Teachers (* pass rates cannot be reported for cells with fewer than 3 test takers.)

Table V: Praxis Performance of Program Completers

Institution	Earth/Space Sci.		Physics		9-12 Math		9-12 Soc. St.		English	
	N	%	N	%	N	%	N	%	N	%
Appalachian State University	2	*	2	*	21	81%	28	82%	27	70%
Barton College							3	0%	4	50%
Belmont Abbey College									1	*
Bennett College										
Campbell University					1	*	1	*	3	100%
Catawba College					2	*	1	*	1	*
Chowan College					1	*	1	*	2	*
Davidson College					2	*	3	100%	1	*
Duke University			1	*	5	100%	6	83%	8	100%
East Carolina University					8	75%	10	50%	15	93%
Elizabeth City State University					1	*	2	*	3	100%
Elon College					2	*	5	80%	5	80%
Fayetteville State University					7	29%	2	*	2	*
Gardner-Webb University										
Greensboro College					2	*	2	*		
Guilford College									1	*
High Point University									3	33%
Johnson C. Smith University										
Lees-McRae College										
Lenoir-Rhyne College					1	*	1	*	2	*
Livingstone College					1	*				
Mars Hill College					1	*	2	*	3	100%
Meredith College					9	100%	5	40%	8	50%
Methodist College					2	*			1	*
Montreat College									2	*
NC A & T State University					1	*	2	*	4	75%
NC Central University					2	*	2	*	9	89%
NC State University					27	89%	7	43%	7	86%
NC Wesleyan College							1	*		
Pfeiffer University							1	*		
Queens College							1	*	1	*
Salem College							1	*		
Shaw University							1	*		
St. Andrews Presbyterian College										
St. Augustine's College					1	*				
UNC-Asheville			1	*	2	*	9	89%	14	93%
UNC-Chapel Hill					11	82%	9	100%	23	91%
UNC-Charlotte					2	*	20	60%	9	100%
UNC-Greensboro			1	*			5	60%	11	100%
UNC-Pembroke					3	67%	4	50%	7	100%
UNC-Wilmington					8	75%	6	83%	15	80%
Wake Forest University					5	100%	6	100%	9	100%
Warren Wilson College										
Western Carolina University					1	*	13	46%	6	67%
Wingate University							1	*	2	*
Winston-Salem State University					1	*	3	33%		
State Percentages			32	72%	708	40%	1360	26%	1482	38%

Rates Based on 1997-98 Student Teachers (* pass rates cannot be reported for cells with fewer than 3 test takers.)

Table V: Praxis Performance of Program Completers

Institution	French		German		Spanish		Reading		6-9 L Arts	
	N	%	N	%	N	%	N	%	N	%
Appalachian State University	1	*			6	50%			4	25%
Barton College							1	*		
Belmont Abbey College									1	*
Bennett College										
Campbell University										
Catawba College										
Chowan College										
Davidson College					2	*				
Duke University										
East Carolina University					3	100%			5	60%
Elizabeth City State University										
Elon College	1	*			3	100%				
Fayetteville State University					2	*			4	25%
Gardner-Webb University					2	*				
Greensboro College										
Guilford College										
High Point University										
Johnson C. Smith University										
Lees-McRae College										
Lenoir-Rhyne College							1	*		
Livingstone College										
Mars Hill College										
Meredith College	1	*			3	100%				
Methodist College					1	*				
Montreat College										
NC A & T State University										
NC Central University									1	*
NC State University	1	*			4	100%			12	67%
NC Wesleyan College										
Pfeiffer University										
Queens College	1	*			2	*				
Salem College										
Shaw University										
St. Andrews Presbyterian College										
St. Augustine's College										
UNC-Asheville										
UNC-Chapel Hill					5	100%	1	*	5	80%
UNC-Charlotte									6	100%
UNC-Greensboro			2	*	1	*			4	25%
UNC-Pembroke										
UNC-Wilmington	1	*			6	83%			6	83%
Wake Forest University	6	100%			3	67%				
Warren Wilson College										
Western Carolina University	2	*			2	*			2	*
Wingate University										
Winston-Salem State University									1	*
State Percentages	65	74%			331	57%	61	92%		

Rates Based on 1997-98 Student Teachers (* pass rates cannot be reported for cells with fewer than 3 test takers.)

Table V: Praxis Performance of Program Completers

Institution	6-9 Math		6-9 Science		6-9 Soc. St.		Art		Music	
	N	%	N	%	N	%	N	%	N	%
Appalachian State University	11	73%	3	100%	4	75%	10	70%	17	76%
Barton College									1	*
Belmont Abbey College										
Bennett College										
Campbell University									3	100%
Catawba College	1	*							1	*
Chowan College										
Davidson College										
Duke University										
East Carolina University	9	89%	5	20%	4	0%	9	100%	17	100%
Elizabeth City State University	1	*			2	*	3	0%	1	*
Elon College									1	*
Fayetteville State University	3	0%	1	*	8	0%			2	*
Gardner-Webb University									2	*
Greensboro College							1	*	1	*
Guilford College										
High Point University										
Johnson C. Smith University										
Lees-McRae College										
Lenoir-Rhyne College									1	*
Livingstone College										
Mars Hill College									6	100%
Meredith College							3	100%	3	100%
Methodist College										
Montreat College										
NC A & T State University							1	*	1	*
NC Central University	2	*								
NC State University	7	100%	3	67%	4	50%				
NC Wesleyan College										
Pfeiffer University										
Queens College										
Salem College										
Shaw University										
St. Andrews Presbyterian College										
St. Augustine's College									1	*
UNC-Asheville							3	100%		
UNC-Chapel Hill	5	100%	3	100%	3	100%			6	83%
UNC-Charlotte	3	100%			2	*	6	100%	3	100%
UNC-Greensboro	6	83%	6	100%	6	67%	10	70%	18	94%
UNC-Pembroke	3	100%	2	*	1	*	1	*	1	*
UNC-Wilmington	6	83%	3	67%	7	57%			4	100%
Wake Forest University										
Warren Wilson College										
Western Carolina University	1	*	5	100%	5	80%	4	75%	9	100%
Wingate University									1	*
Winston-Salem State University	1	*								
State Percentages							221	41%	353	60%

Rates Based on 1997-98 Student Teachers

* pass rates cannot be reported for cells with fewer than 3 test takers.

Table V: Praxis Performance of Program Completers

Institution	Health		Physical Ed.		Cross-Cat.		EMR		BEH	
	N	%	N	%	N	%	N	%	N	%
Appalachian State University	7	86%	19	74%	6	100%				
Barton College			1	*						
Belmont Abbey College							2	*		
Bennett College										
Campbell University			2	*						
Catawba College			2	*						
Chowan College			3	33%						
Davidson College										
Duke University										
East Carolina University	7	100%	33	61%			16	100%	3	67%
Elizabeth City State University			1	*			6	67%		
Elon College	1	*	5	80%						
Fayetteville State University	2	*	1	*	1	*				
Gardner-Webb University	1	*	4	100%						
Greensboro College			1	*			2	*	2	*
Guilford College										
High Point University			3	67%			2	*	1	*
Johnson C. Smith University										
Lees-McRae College										
Lenoir-Rhyne College			3	67%						
Livingstone College			1	*						
Mars Hill College			2	*						
Meredith College										
Methodist College										
Montreat College										
NC A & T State University			4	0%	5	100%				
NC Central University			1	*			1	*	2	*
NC State University										
NC Wesleyan College			2	*						
Pfeiffer University			1	*						
Queens College										
Salem College										
Shaw University					1	*	1	*		
St. Andrews Presbyterian College			1	*						
St. Augustine's College										
UNC-Asheville										
UNC-Chapel Hill			3	100%						
UNC-Charlotte							18	94%		
UNC-Greensboro	2	*	12	92%						
UNC-Pembroke			4	25%			1	*		
UNC-Wilmington			18	72%			1	*	5	100%
Wake Forest University										
Warren Wilson College										
Western Carolina University			16	50%			2	*		
Wingate University										
Winston-Salem State University										
State Percentages	131	77%	839	29%	436	87%	439	75%	337	52%

Rates Based on 1997-98 Student Teachers

* pass rates cannot be reported for cells with fewer than 3 test takers.

Table V: Praxis Performance of Program Completers

Institution	ESL		LD		Business		Technology		Family/Con. Sci.	
	N	%	N	%	N	%	N	%	N	%
Appalachian State University			28	89%	2	*	2	*	3	100%
Barton College										
Belmont Abbey College										
Bennett College			1	*						
Campbell University									1	*
Catawba College										
Chowan College										
Davidson College										
Duke University										
East Carolina University			26	96%	3	100%	2	*	1	*
Elizabeth City State University			6	100%	1	*				
Elon College			4	100%						
Fayetteville State University					3	100%				
Gardner-Webb University										
Greensboro College			1	*						
Guilford College										
High Point University										
Johnson C. Smith University										
Lees-McRae College										
Lenoir-Rhyne College					1	*				
Livingstone College										
Mars Hill College										
Meredith College	1	*			1	*				
Methodist College			3	100%						
Montreat College										
NC A & T State University					5	80%	1	*	1	*
NC Central University										
NC State University							6	100%		
NC Wesleyan College										
Pfeiffer University										
Queens College										
Salem College			4	100%						
Shaw University										
St. Andrews Presbyterian College										
St. Augustine's College										
UNC-Asheville										
UNC-Chapel Hill										
UNC-Charlotte										
UNC-Greensboro					1	*				
UNC-Pembroke			6	83%	1	*				
UNC-Wilmington			12	100%						
Wake Forest University										
Warren Wilson College										
Western Carolina University			10	90%	3	100%				
Wingate University										
Winston-Salem State University			1	*						
State Percentages	278	95%	845	78%	420	74%			112	89%

Rates Based on 1997-98 Student Teachers (* pass rates cannot be reported for cells with fewer than 3 test takers.)

EMPLOYMENT AND PROGRAM SATISFACTION

To determine the percent of individuals completing initial licensure programs at each institution who actually were licensed and employed in the public schools of North Carolina one year after program completion, a search of the DPI Licensure and the Salary Administration databases was conducted using the names of individuals provided by the institutions.

To determine the satisfaction with teacher education programs of individuals who have completed the programs and their employers, a survey was mailed to recent undergraduate program completers employed in the public schools of North Carolina. The beginning teachers were asked to complete a short survey and to ask their mentor teachers and principals to complete similar surveys. The survey asked respondents to rate their satisfaction with the teacher education program in general, their preparation for managing the classroom, their preparation for using technology as an instructional tool, their preparation for meeting the needs of diverse learners, and their preparation in curriculum content and delivery strategies. A copy of the surveys is contained in Appendix C.

On a 4.0 scale, program completers expressed the greatest satisfaction with their programs in general (3.48), followed closely by their preparation in curriculum content and delivery strategies (3.41). They expressed the least satisfaction with their preparation to use technology (3.02). It should be noted, however, that these individuals completed their programs of study prior to implementation of the Board policy which requires satisfactory completion of a technology portfolio for initial licensure. Principals (3.32) and mentor teachers (3.41) expressed greater satisfaction with the technology preparation of the beginning teachers than the beginning teachers themselves.

Table VI provides information on the number of individuals completing undergraduate teacher education programs who were licensed and employed in the public schools of North Carolina within one year of program completion. **Table VII** contains summary information on the number of individuals with degrees from each institution employed in the NC public schools during the 1998-99 school year. Note: In the case of individuals who completed licensure-only programs, the institution at which an individual earned a degree may not be the institution which eventually recommended the individual for licensure. **Table VIII** reflects the top 10 LEAs in which individuals with degrees from each IHE are employed. **Table IX** summarizes the results of the survey of program completers, mentor teachers, and principals.

**Table VI: Number of Student Teachers Licensed/Employed
Within One Year of Program Completion**

Institution	Number of Student Teachers	% licensed	% employed
Appalachian State University	419	91	70
Barton College	78	90	58
Belmont Abbey College	21	90	76
Bennett College	5	80	80
Campbell University	47	87	68
Catawba College	22	77	73
Chowan College	29	52	38
Davidson College	10	80	10
Duke University	45	82	22
East Carolina University	388	89	67
Elizabeth City State University	60	87	75
Elon College	101	73	45
Fayetteville State University	99	84	60
Gardner-Webb University	32	88	59
Greensboro College	32	94	69
Guilford College	6	67	33
High Point University	43	91	51
Johnson C. Smith University	9	56	33
Lees-McRae College	6	83	50
Lenoir-Rhyne College	55	84	56
Livingstone College	17	88	76
Mars Hill College	36	92	78
Meredith College	124	91	70
Methodist College	21	90	33
Montreat College	2	100	50
NC A & T State University	80	76	55
NC Central University	69	70	61
NC State University	115	81	65
NC Wesleyan College	14	86	50
Pfeiffer University	24	88	63
Queens College	42	81	43
Salem College	36	92	72
Shaw University	28	43	36
St. Andrews Presbyterian College	12	67	42
St. Augustine's College	4	100	75
UNC-Asheville	61	97	75
UNC-Chapel Hill	135	94	64
UNC-Charlotte	238	93	74
UNC-Greensboro	227	89	69
UNC-Pembroke	82	95	83
UNC-Wilmington	253	94	62
Wake Forest University	52	96	23
Warren Wilson College	6	67	33
Western Carolina University	132	90	64
Wingate University	13	92	62
Winston-Salem State University	28	82	57
Total	3358	87%	63%

Institutions in Rank Order by Number of Student Teachers, Percent Licensed, Percent Employed

Ranking by Number of Student Teachers	Number of Student Teachers	Ranking by Percentage of Student Teachers Licensed	% Licensed	Ranking by Percentage of Student Teachers Employed in NC Public Schools	% Employed
Appalachian State University	419	St. Augustine's College	100	UNC-Pembroke	83
East Carolina University	388	Montreat College	100	Bennett College	80
UNC-Wilmington	253	UNC-Asheville	97	Mars Hill College	78
UNC-Charlotte	238	Wake Forest University	96	Belmont Abbey College	76
UNC-Greensboro	227	UNC-Pembroke	95	Livingstone College	76
UNC-Chapel Hill	135	UNC-Wilmington	94	UNC-Asheville	75
Western Carolina University	132	UNC-Chapel Hill	94	Elizabeth City State University	75
Meredith College	124	Greensboro College	94	St. Augustine's College	75
NC State University	115	UNC-Charlotte	93	UNC-Charlotte	74
Elon College	101	Mars Hill College	92	Catawba College	73
Fayetteville State University	99	Salem College	92	Salem College	72
UNC-Pembroke	82	Wingate University	92	Appalachian State University	70
NC A & T State University	80	Appalachian State University	91	Meredith College	70
Barton College	78	Meredith College	91	UNC-Greensboro	69
NC Central University	69	High Point University	91	Greensboro College	69
UNC-Asheville	61	Western Carolina University	90	Campbell University	68
Elizabeth City State University	60	Barton College	90	East Carolina University	67
Lenoir-Rhyne College	55	Belmont Abbey College	90	NC State University	65
Wake Forest University	52	Methodist College	90	UNC-Chapel Hill	64
Campbell University	47	East Carolina University	89	Western Carolina University	64
Duke University	45	UNC-Greensboro	89	Pfeiffer University	63
High Point University	43	Gardner-Webb University	88	UNC-Wilmington	62
Queens College	42	Pfeiffer University	88	Wingate University	62
Mars Hill College	36	Livingstone College	88	NC Central University	61
Salem College	36	Elizabeth City State University	87	Fayetteville State University	60
Gardner-Webb University	32	Campbell University	87	Gardner-Webb University	59
Greensboro College	32	NC Wesleyan College	86	Barton College	58
Chowan College	29	Fayetteville State University	84	Winston-Salem State University	57
Shaw University	28	Lenoir-Rhyne College	84	Lenoir-Rhyne College	56
Winston-Salem State University	28	Lees-McRae College	83	NC A & T State University	55
Pfeiffer University	24	Duke University	82	High Point University	51
Catawba College	22	Winston-Salem State Univ.	82	NC Wesleyan College	50
Belmont Abbey College	21	NC State University	81	Lees-McRae College	50
Methodist College	21	Queens College	81	Montreat College	50
Livingstone College	17	Davidson College	80	Elon College	45
NC Wesleyan College	14	Bennett College	80	Queens College	43
Wingate University	13	Catawba College	77	St. Andrews Presby. College	42
St. Andrews Presby. College	12	NC A & T State University	76	Chowan College	38
Davidson College	10	Elon College	73	Shaw University	36
Johnson C. Smith University	9	NC Central University	70	Methodist College	33
Guilford College	6	St. Andrews Presby. College	67	Johnson C. Smith University	33
Lees-McRae College	6	Guilford College	67	Guilford College	33
Warren Wilson College	6	Warren Wilson College	67	Warren Wilson College	33
Bennett College	5	Johnson C. Smith University	56	Wake Forest University	23
St. Augustine's College	4	Chowan College	52	Duke University	22
Montreat College	2	Shaw University	43	Davidson College	10
Total	3358		87%		63%

Table VII: Individuals Employed in the Public Schools with Degrees from each IHE

Alphabetical Order			Rank Order		
IHE	Number employed 1998-99	Rank	IHE	Number employed 1998-99	Rank
Appalachian State University	11,451	2	East Carolina University	11,584	1
Barton College	1,802	14	Appalachian State University	11,451	2
Belmont-Abbey College	219	41	UNC-Greensboro	6,922	3
Bennett College	320	39	UNC-Charlotte	5,349	4
Campbell University	2,306	13	UNC-Chapel Hill	5,053	5
Catawba College	817	24	Western Carolina University	4,943	6
Chowan College	67	44	UNC-Pembroke	3,345	7
Davidson College	96	43	NC A&T State University	2,987	8
Duke University	417	34	NC State University	2,881	9
East Carolina University	11,584	1	NC Central University	2,821	10
Elizabeth City State University	1,295	20	UNC-Wilmington	2,772	11
Elon College	1,190	21	Fayetteville State University	2,611	12
Fayetteville State University	2,611	12	Campbell University	2,306	13
Gardner-Webb University	1,693	15	Barton College	1,802	14
Greensboro College	619	26	Gardner-Webb University	1,693	15
Guilford College	429	32	Meredith College	1,644	16
High Point University	908	22	Lenoir-Rhyne College	1,608	17
Johnson C. Smith University	408	35	Mars Hill College	1,380	18
Lees-McRae College	36	45	Winston-Salem State University	1,351	19
Lenoir-Rhyne College	1,608	17	Elizabeth City State University	1,295	20
Livingstone College	420	33	Elon College	1,190	21
Mars Hill College	1,380	18	High Point University	908	22
Meredith College	1,644	16	Wake Forest University	843	23
Methodist College	618	27	Catawba College	817	24
Montreat College	20	46	Pfeiffer University	674	25
NC A&T State University	2,987	8	Greensboro College	619	26
NC Central University	2,821	10	Methodist College	618	27
NC State University	2,881	9	UNC-Asheville	513	28
NC Wesleyan College	443	31	St. Augustine's College	447	29
Pfeiffer University	674	25	Shaw University	444	30
Queens College	297	40	NC Wesleyan College	443	31
Salem College	328	38	Guilford College	429	32
Shaw University	444	30	Livingstone College	420	33
St. Andrews Presbyterian College	329	37	Duke University	417	34
St. Augustine's College	447	29	Johnson C. Smith University	408	35
UNC-Asheville	513	28	Wingate University	384	36
UNC-Chapel Hill	5,053	5	St. Andrews Presbyterian College	329	37
UNC-Charlotte	5,349	4	Salem College	328	38
UNC-Greensboro	6,922	3	Bennett College	320	39
UNC-Pembroke	3,345	7	Queens College	297	40
UNC-Wilmington	2,772	11	Belmont-Abbey College	219	41
Wake Forest University	843	23	Warren Wilson College	139	42
Warren Wilson College	139	42	Davidson College	96	43
Western Carolina University	4,943	6	Chowan College	67	44
Wingate University	384	36	Lees-McRae College	36	45
Winston-Salem State University	1,351	19	Montreat College	20	46
Total	87,223		Total	87,223	

**Table VIII: Top 10 LEAs
employing (at least 5) teachers with degrees from each IHE**

Appalachian State University	Barton College	Belmont-Abbey College	Bennett College
Charlotte-Mecklenburg 666	Wilson 294	Gaston 141	Guilford 87
Winston-Salem Forsyth 628	Nash-Rocky Mount 183	Charlotte-Mecklenburg 24	Charlotte-Mecklenburg 37
Caldwell 520	Wayne 171	Lincoln 11	Winston-Salem Forsyth 27
Wilkes 517	Johnston 157	Kings Mtn. City 7	Wake 16
Guilford 494	Wake 137		Durham 15
Burke 473	Edgecombe 58		Cumberland 12
Gaston 445	Lenoir 49		Alamance 9
Catawba 431	Craven 47		Robeson 7
Wake 345	Pitt 43		Rockingham 7
Iredell-Statesville 334	Franklin 41		Vance 6
Campbell University	Catawba College	Chowan College	Davidson College
Harnett 396	Rowan-Salisbury 272	Hertford 18	Charlotte-Mecklenburg 27
Cumberland 248	Davidson 58	Northampton 18	Wake 9
Wake 205	Cabarrus 49	Bertie 5	Durham 8
Johnston 198	Davie 47		Winston-Salem Forsyth 5
Lee 129	Iredell-Statesville 38		
Sampson 129	Winston-Salem Forsyth 38		
Wayne 76	Charlotte-Mecklenburg 28		
Nash-Rocky Mount 43	Guilford 21		
Robeson 39	Stanly 19		
Moore 38	Alamance 14		
	Gaston 14		
	Lexington City 14		
	Randolph 14		
Duke University	East Carolina University	Elizabeth City State Univ.	Elon College
Durham 84	Pitt 1075	Elizabeth City-Pasq. 195	Alamance 331
Wake 58	Wake 744	Hertford 94	Guilford 129
Charlotte-Mecklenburg 36	Craven 635	Bertie 85	Randolph 46
Guilford 18	Wayne 564	Halifax 72	Wake 41
Winston-Salem Forsyth 15	Nash-Rocky Mount 488	Currituck 71	Winston-Salem Forsyth 38
Chapel Hill-Carrboro 14	Lenoir 487	Perquimans 61	Orange 37
New Hanover 10	Onslow 445	Edenton-Chowan 53	Durham 36
Cumberland 9	Beaufort 402	Gates 51	Charlotte-Mecklenburg 32
Orange 9	Cumberland 371	Washington 48	Person 29
Person 9	Wilson 354	Northampton 39	Rockingham 28
Fayetteville State University	Gardner-Webb University	Greensboro College	Guilford College
Cumberland 1064	Cleveland 222	Guilford 179	Guilford 135
Harnett 130	Rutherford 212	Rockingham 46	Winston-Salem Forsyth 35
Robeson 125	Gaston 147	Randolph 34	Randolph 30
Sampson 119	Winston-Salem Forsyth 124	Winston-Salem Forsyth 31	Rockingham 15
Hoke 94	Surry 72	Wake 25	Wake 15
Charlotte-Mecklenburg 68	Shelby City 65	Charlotte-Mecklenburg 23	Alamance 13
Bladen 64	Iredell-Statesville 63	Davidson 21	Charlotte-Mecklenburg 12
Moore 61	Kings Mtn. City 54	Alamance 18	Surry 12
Wake 56	Charlotte-Mecklenburg 46	Gaston 12	Davidson 10
Duplin 49	Burke 43	Asheboro City 9	Chatham 9
Wayne 49	Lincoln 43	Durham 9	Durham 9

High Point University	Johnson C. Smith Univ.	Lees-McRae College	Lenoir-Rhyne College
Guilford 205 Davidson 166 Randolph 103 Winston-Salem Forsyth 83 Thomasville City 26 Rockingham 22 Asheboro City 19 Wake 18 Charlotte-Mecklenburg 17 Davie 16	Charlotte-Mecklenburg 252 Gaston 15 Cumberland 14 Union 14 Wake 11 Guilford 10 Winston-Salem Forsyth 10 Cabarrus 5	Avery 12	Catawba 293 Burke 174 Caldwell 135 Alexander 102 Iredell-Statesville 92 Lincoln 88 Gaston 87 Hickory City 67 Newton-Conover City 52 Charlotte-Mecklenburg 48
Livingstone College	Mars Hill College	Meredith College	Methodist College
Charlotte-Mecklenburg 78 Rowan-Salisbury 60 Winston-Salem Forsyth 18 Guilford 17 Durham 14 Iredell-Statesville 14 Robeson 12 Wake 11 Cumberland 10 Gaston 9 Union 9	Buncombe 264 Madison 105 Yancey 103 Henderson 92 McDowell 57 Asheville City 48 Haywood 46 Mitchell 38 Cherokee 38 Charlotte-Mecklenburg 34	Wake 501 Charlotte-Mecklenburg 58 Johnston 54 Guilford 50 Winston-Salem Forsyth 44 Nash-Rocky Mount 43 Cumberland 39 Harnett 37 Durham 32 Granville 28 Wayne 28	Cumberland 298 Harnett 32 Wake 21 Sampson 20 Hoke 14 Robeson 14 Guilford 12 Bladen 11 Onslow 11 Clinton City 10 Moore 10
Montreat College	NC A&T State University	NC Central University	NC State University
McDowell 4	Guilford 714 Winston-Salem Forsyth 245 Charlotte-Mecklenburg 154 Rockingham 134 Davidson 119 Cumberland 91 Randolph 87 Alamance 82 Wake 75 Durham 68	Durham 593 Wake 361 Cumberland 136 Charlotte-Mecklenburg 130 Guilford 95 Granville 86 Vance 82 Halifax 72 Winston-Salem Forsyth 60 Orange 59 Person 59	Wake 934 Johnston 150 Durham 97 Charlotte-Mecklenburg 72 Guilford 72 Franklin 67 Cumberland 66 Winston-Salem Forsyth 47 Nash-Rocky Mount 44 Wayne 44
NC Wesleyan College	Pfeiffer University	Queens College	Salem College
Nash-Rocky Mount 126 Halifax 45 Edgecombe 32 Roanoke Rapids 24 Wayne 20 Wake 18 Wilson 12 Lenoir 11 Northampton 11 Craven 9	Stanly 167 Rowan-Salisbury 84 Cabarrus 53 Charlotte-Mecklenburg 45 Montgomery 23 Randolph 23 Davidson 22 Guilford 19 Anson 17 Winston-Salem Forsyth 16	Charlotte-Mecklenburg 178 Union 22 Gaston 12 Iredell-Statesville 9 Cabarrus 8 Mooresville City 6 Rowan-Salisbury 6	Winston-Salem Forsyth 132 Stokes 22 Surry 15 Wake 13 Charlotte-Mecklenburg 10 Davidson 9 Wilkes 9 Guilford 8 Davie 7 Yadkin 7

Shaw University	St. Andrews Presbyterian College	St. Augustine's College	UNC-Asheville
Wake 70	Moore 38	Wake 124	Buncombe 200
Cumberland 26	Scotland 35	Franklin 25	Henderson 63
Halifax 26	Richmond 27	Nash-Rocky Mount 24	Asheville City 39
Durham 22	Charlotte-Mecklenburg 23	Durham 22	Madison 22
Nash-Rocky Mount 22	Wake 22	Halifax 22	McDowell 21
Vance 21	Robeson 15	Johnston 18	Haywood 16
Franklin 16	Guilford 12	Charlotte-Mecklenburg 14	Transylvania 12
Charlotte-Mecklenburg 13	Lee 12	Vance 13	Burke 10
Guilford 13	Cumberland 10	Wayne 12	Charlotte-Mecklenburg 8
Wilson 12	Winston-Salem Forsyth 10	New Hanover 10	Rutherford 8
			Winston-Salem Forsyth 8
UNC-Chapel Hill	UNC-Charlotte	UNC-Greensboro	UNC-Pembroke
Wake 634	Charlotte-Mecklenburg 1705	Guilford 1502	Robeson 1047
Charlotte-Mecklenburg 380	Cabarrus 464	Winston-Salem Forsyth 623	Cumberland 460
Durham 357	Gaston 418	Randolph 361	Columbus 240
Guilford 265	Rowan-Salisbury 331	Rockingham 305	Richmond 225
Chapel Hill-Carrboro 235	Union 309	Charlotte-Mecklenburg 300	Scotland 201
Winston-Salem Forsyth 207	Iredell-Statesville 237	Davidson 276	Bladen 177
Cumberland 136	Stanly 220	Alamance 267	Hoke 135
Alamance 133	Lincoln 169	Wake 263	Moore 96
Orange 114	Cleveland 99	Rowan-Salisbury 123	Wake 59
New Hanover 92	Kannapolis City 97	Cumberland 120	Whiteville City 58
UNC-Wilmington	Wake Forest University	Warren Wilson College	Western Carolina Univ.
New Hanover 589	Winston-Salem Forsyth 196	Buncombe 40	Buncombe 620
Onslow 343	Guilford 63	Asheville City 10	Haywood 367
Brunswick 250	Charlotte-Mecklenburg 61	Mitchell 10	Henderson 311
Pender 202	Wake 50	McDowell 9	Jackson 218
Wake 143	Stokes 31	Charlotte-Mecklenburg 7	Macon 214
Duplin 139	Davidson 30	Henderson 7	Charlotte-Mecklenburg 181
Columbus 78	Rowan-Salisbury 21	Haywood 5	Cherokee 181
Johnston 74	Surry 20		Gaston 169
Sampson 74	Iredell-Statesville 18		McDowell 136
Charlotte-Mecklenburg 55	Gaston 16		Rutherford 136
	Wingate University	Winston-Salem St. Univ.	
	Union 143	Winston-Salem Forsyth 459	
	Anson 50	Charlotte-Mecklenburg 136	
	Stanly 35	Guilford 75	
	Charlotte-Mecklenburg 24	Wake 44	
	Richmond 12	Durham 36	
	Cabarrus 9	Cumberland 25	
	Gaston 7	Halifax 21	
	Iredell-Statesville 7	Rockingham 21	
	Rowan-Salisbury 7	Stokes 21	
	Alamance 6	Alamance 20	
		Nash-Rocky Mount 20	
		Surry 20	

Table IX: Survey Results

Satisfaction C = Program Completer M = Mentor P = Principal	Number Responding			Program in General			Managing the Classroom		
	c	m	p	c	m	p	c	m	p
Appalachian State University	154	155	162	3.35	3.49	3.51	2.99	3.45	3.41
Barton College	25	22	22	3.46	3.68	3.55	3.33	3.73	3.59
Belmont Abbey College	12	7	7	3.50	3.57	3.71	3.17	3.71	3.71
Bennett College	*	*	*	*	*	*	*	*	*
Campbell University	27	23	24	3.52	3.68	3.42	3.23	3.52	3.46
Catawba College	15	11	13	3.47	3.78	3.62	3.47	3.82	3.58
Chowan College	5	6	7	3.80	3.75	3.40	3.60	3.50	3.14
Davidson College	1	1	-	4.00	4.00	-	4.00	4.00	-
Duke University	3	3	3	3.67	4.00	4.00	3.67	4.00	3.67
East Carolina University	178	151	152	3.49	3.51	3.52	3.26	3.44	3.43
Elizabeth City State University	15	14	14	3.47	3.46	3.29	3.27	3.54	3.36
Elon College	26	22	24	3.84	3.65	3.61	3.42	3.45	3.52
Fayetteville State University	16	8	15	2.94	3.63	3.50	2.94	3.50	3.40
Gardner-Webb University	22	16	17	3.27	3.33	3.47	3.15	3.25	3.56
Greensboro College	20	21	19	3.70	3.67	3.68	3.58	3.67	3.65
Guilford College	1	1	1	4.00	4.00	3.00	3.00	3.00	2.00
High Point University	15	10	11	3.64	3.60	3.64	3.29	3.40	3.36
Johnson C. Smith University	1	1	1	3.00	4.00	3.00	2.00	3.00	3.00
Lees-McRae College	3	3	2	2.50	3.67	3.50	2.33	4.00	3.50
Lenoir-Rhyne College	32	28	29	3.41	3.42	3.28	3.25	3.43	3.07
Livingstone College	1	1	1	3.00	3.00	3.00	3.00	4.00	3.00
Mars Hill College	12	12	16	3.50	3.18	3.69	3.00	3.17	3.13
Meredith College	43	44	44	3.77	3.74	3.81	3.47	3.55	3.48
Methodist College	7	7	7	3.57	3.57	3.43	3.14	3.29	3.29
Montreat College	*	*	*	*	*	*	*	*	*
NC A&T State University	24	19	22	3.33	3.47	3.41	3.29	3.68	3.55
NC Central University	26	22	24	3.56	3.62	3.67	3.42	3.73	3.67
NC State University	46	35	39	3.48	3.47	3.41	3.09	3.29	3.38
NC Wesleyan College	6	14	4	3.67	3.50	3.50	3.33	3.25	3.25
Pfeiffer University	13	12	10	3.62	3.50	3.56	3.23	3.50	3.70
Queens College	9	1	12	3.67	3.00	3.27	3.14	2.00	2.91
Salem College	19	16	19	3.74	3.81	3.61	3.26	3.63	3.63
Shaw University	4	4	4	3.25	3.50	3.75	3.50	3.50	3.75
St. Andrews Presbyterian College	5	5	5	3.80	3.60	3.60	3.60	3.60	3.40
St. Augustine's College	1	1	1	3.00	3.00	2.00	3.00	3.00	2.00
UNC - Asheville	16	15	17	3.44	3.57	3.59	3.19	3.47	3.29
UNC - Chapel Hill	48	35	44	3.42	3.56	3.70	3.23	3.43	3.55
UNC - Charlotte	103	92	83	3.47	3.51	3.51	3.19	3.47	3.49
UNC - Greensboro	122	95	100	3.49	3.52	3.52	3.25	3.49	3.38
UNC - Pembroke	33	30	31	3.48	3.55	3.60	3.24	3.62	3.55
UNC - Wilmington	75	62	57	3.44	3.36	3.47	3.28	3.44	3.32
Wake Forest University	10	9	9	3.90	3.67	3.89	3.40	3.11	3.44
Warren Wilson College	*	*	*	*	*	*	*	*	*
Western Carolina University	65	55	57	3.55	3.45	3.49	3.31	3.40	3.39
Wingate University	9	7	7	3.44	3.57	3.57	3.63	3.71	3.57
Winston-Salem State University	*	*	*	*	*	*	*	*	*
Grand Totals	1,268	1,096	1,136						
State Averages				3.48	3.53	3.53	3.23	3.23	3.44

* No surveys were returned for these institutions.

Table IX: Survey Results (Continued ...)

Satisfaction C = Program Completer M = Mentor P = Principal	Technology			Diverse Learners			Curriculum and Delivery		
	c	m	p	c	m	p	c	m	p
Appalachian State University	2.91	3.47	3.31	3.12	3.43	3.34	3.29	3.57	3.44
Barton College	2.72	3.36	3.27	3.13	3.64	3.50	3.38	3.82	3.55
Belmont Abbey College	2.83	3.67	3.33	3.33	3.86	3.71	3.58	3.71	3.71
Bennett College	*	*	*	*	*	*	*	*	*
Campbell University	3.04	3.55	3.42	3.15	3.41	3.21	3.50	3.62	3.50
Catawba College	3.33	3.73	3.62	3.40	3.73	3.62	3.53	3.82	3.77
Chowan College	3.40	3.60	3.67	3.40	3.40	3.17	3.60	3.20	3.33
Davidson College	3.00	3.00	-	4.00	4.00	-	4.00	4.00	-
Duke University	3.33	4.00	3.67	3.00	3.67	3.33	3.67	3.67	3.67
East Carolina University	3.01	3.32	3.28	3.16	3.34	3.40	3.39	3.56	3.49
Elizabeth City State University	3.13	3.57	3.21	3.00	3.29	3.21	3.40	3.57	3.43
Elon College	3.46	3.52	3.50	3.27	3.35	3.52	3.65	3.71	3.54
Fayetteville State University	2.67	3.25	3.27	3.19	3.38	3.40	2.93	3.50	3.40
Gardner-Webb University	2.91	3.38	3.35	3.33	3.31	3.41	3.38	3.50	3.59
Greensboro College	3.00	3.48	3.37	3.45	3.71	3.58	3.50	3.86	3.63
Guilford College	2.00	3.00	2.00	3.00	4.00	2.00	2.00	3.00	2.00
High Point University	2.73	3.44	3.18	3.36	3.50	3.45	3.36	3.60	3.36
Johnson C. Smith University	2.00	3.00	3.00	2.00	3.00	3.00	2.00	3.00	3.00
Lees-McRae College	2.33	4.00	3.00	3.33	4.00	3.50	3.00	4.00	4.00
Lenoir-Rhyne College	3.10	3.43	3.24	3.13	3.46	3.31	3.50	3.50	3.31
Livingstone College	2.00	3.00	2.00	3.00	3.00	3.00	3.00	4.00	4.00
Mars Hill College	3.00	3.00	3.23	3.00	3.08	3.54	3.42	3.50	3.69
Meredith College	2.90	3.51	3.59	3.35	3.59	3.60	3.72	3.77	3.79
Methodist College	3.29	3.29	3.14	3.14	3.14	3.29	3.43	3.57	3.57
Montreat College	*	*	*	*	*	*	*	*	*
NC A&T State University	2.92	3.53	3.27	3.04	3.59	3.45	3.21	3.53	3.45
NC Central University	3.23	3.82	3.58	3.38	3.77	3.67	3.54	3.73	3.67
NC State University	3.26	3.43	3.39	3.07	3.34	3.23	3.24	3.49	3.38
NC Wesleyan College	3.33	3.60	3.25	3.50	3.40	3.50	3.67	3.07	3.50
Pfeiffer University	2.85	3.25	3.30	3.00	3.50	3.30	3.62	3.42	3.60
Queens College	3.33	3.00	3.40	2.89	2.00	3.17	3.67	3.00	3.27
Salem College	3.11	3.63	3.58	3.47	3.63	3.63	3.58	3.81	3.79
Shaw University	3.50	3.75	3.75	3.25	3.75	3.50	3.25	3.75	3.50
St. Andrews Presbyterian College	2.80	3.00	3.00	3.60	3.60	3.40	3.80	4.00	3.60
St. Augustine's College	2.00	2.00	2.00	3.00	3.00	2.00	3.00	3.00	2.00
UNC - Asheville	2.75	3.13	3.35	3.13	3.40	3.35	3.63	3.73	3.65
UNC - Chapel Hill	3.04	3.29	3.49	3.08	3.37	3.45	3.36	3.63	3.77
UNC - Charlotte	2.96	3.34	3.33	3.23	3.37	3.40	3.37	3.64	3.48
UNC - Greensboro	3.01	3.34	3.33	3.15	3.45	3.35	3.45	3.60	3.47
UNC - Pembroke	3.09	3.53	3.42	3.06	3.60	3.42	3.45	3.77	3.61
UNC - Wilmington	3.11	3.35	3.30	3.17	3.37	3.42	3.31	3.63	3.43
Wake Forest University	3.70	3.89	4.00	3.40	3.44	3.67	3.33	3.56	3.89
Warren Wilson College	*	*	*	*	*	*	*	*	*
Western Carolina University	3.14	3.35	3.33	3.42	3.44	3.40	3.48	3.55	3.47
Wingate University	2.75	3.57	3.43	3.33	3.57	3.71	3.67	3.71	3.71
Winston-Salem State University	*	*	*	*	*	*	*	*	*
State Averages	3.02	3.41	3.32	3.19	3.43	3.37	3.41	3.59	3.48

* No surveys were returned for these institutions.

LINKAGES WITH THE PUBLIC SCHOOLS

Faculty in institutions of higher education which prepare teachers are expected to be involved with the public schools in genuine ways that go beyond simply supervising student teachers. This may include collaboratively designing curriculums for public schools students and teacher education programs, formalized partnerships, grant activities, service on boards and committees, providing assistance for beginning teachers, assisting lateral entry teachers seeking licensure, conducting/sponsoring professional development activities for inservice teachers, working with groups of public school students on campus or at the school site, sponsoring after-school programs for public school students, and providing diagnostic screenings/testing for public school students, etc. Information on the specific efforts of each institution to work collaboratively with the public schools is contained in the *Institutional Reports* document which accompanies this Summary Report.

Table X contains information provided by each institution on the number of lateral entry teachers seeking programs of study and enrolling in programs leading to licensure.

In evaluating the involvement of colleges/universities with the public schools it is important to consider that the number of teacher education faculty varies across campuses. **Table XI** summarizes the number of teacher education faculty by college/university.

Table X: Lateral Entry Teachers Served

Institution	Number Requesting Program of Study Leading to Licensure	Number Issued Program of Study Leading to Licensure	Number enrolled in one or more classes leading to licensure
Appalachian State University	25	25	8
Barton College	55	35	35
Belmont Abbey College	14	13	14
Bennett College	*	*	*
Campbell University	14	10	10
Catawba College	5	5	1
Chowan College	26	13	5
Davidson College	0	0	0
Duke University	1	1	1
East Carolina University	343	255	255
Elizabeth City State University	30	30	30
Elon College	24	24	14
Fayetteville State University	164	164	141
Gardner-Webb University	32	32	8
Greensboro College	120	30	23
Guilford College	0	0	0
High Point University	84	80	59
Johnson C. Smith University	95	35	20
Lees-McRae College	1	1	1
Lenoir-Rhyne College	*	*	*
Livingstone College	5	5	5
Mars Hill College	5	5	5
Meredith College	69	33	30
Methodist College	13	13	13
Montreat College	0	0	0
NC A & T State University	249	201	125
NC Central University	46	46	46
NC State University	81	61	61
NC Wesleyan College	17	17	*
Pfeiffer University	29	24	17
Queens College	0	2	2
Salem College	33	31	26
Shaw University	5	5	0
St. Andrews Presbyterian College	7	6	5
St. Augustine's College	40	40	40
UNC-Asheville	4	4	9
UNC-Chapel Hill	47	47	47
UNC-Charlotte	350	310	420
UNC-Greensboro	38	38	38
UNC-Pembroke	70	55	33
UNC-Wilmington	74	32	32
Wake Forest University	1	0	1
Warren Wilson College	0	0	0
Western Carolina University	138	34	34
Wingate University	9	9	1
Winston-Salem State University	3	3	3
Total	2366	1774	1618

* See Institutional Report

Table XI: Number of Teacher Education Faculty

Institution	Full-time in Professional Education	Part-time in Professional Education; Full-time to IHE	Part-time in Professional Education; Not otherwise employed by IHE
Appalachian State University	78	58	28
Barton College	6	10	6
Belmont Abbey College	4	1	9
Bennett College	1	6	0
Campbell University	10	2	5
Catawba College	5	3	2
Chowan College	4	3	3
Davidson College	1	0	7
Duke University	6	9	23
East Carolina University	106	88	22
Elizabeth City State University	7	14	8
Elon College	11	8	5
Fayetteville State University	34	3	6
Gardner-Webb University	8	11	11
Greensboro College	6	9	6
Guilford College	3	6	1
High Point University	7	5	10
Johnson C. Smith University	3	8	3
Lees-McRae College	5	6	6
Lenoir-Rhyne College	12	6	16
Livingstone College	3	4	3
Mars Hill College	4	10	4
Meredith College	10	10	8
Methodist College	7	8	4
Montreat College	2	1	0
NC A & T State University	39	10	3
NC Central University	35	15	12
NC State University	42	12	28
NC Wesleyan College	3	3	4
Pfeiffer University	4	3	2
Queens College	4	0	2
Salem College	5	3	4
Shaw University	7	4	3
St. Andrews Presbyterian College	4	2	5
St. Augustine's College	12	2	0
UNC-Asheville	10	1	4
UNC-Chapel Hill	50	13	19
UNC-Charlotte	67	16	20
UNC-Greensboro	60	37	19
UNC-Pembroke	16	21	7
UNC-Wilmington	36	8	26
Wake Forest University	10	0	1
Warren Wilson College	2	1	1
Western Carolina University	31	35	13
Wingate University	6	4	5
Winston-Salem State University	14	7	6
Total	800	486	380

Appendix A: Definitions

Definitions Used

Baccalaureate Degree Program: A program that culminates in the award of a baccalaureate degree. Such programs may be five-year or extended programs that result in award of a baccalaureate degree.

Certificate, Certification: See Licensure.

Full-time Students: Undergraduate students taking a minimum of 12 semester hours or the equivalent; graduate students taking a minimum of 9 semester hours or the equivalent.

Lateral Entry/Provisionally Licensed: Individuals employed by public schools on lateral entry or provisional licenses.

License Completer: Individuals who have completed programs of study leading to licensure **and** satisfied testing requirements prescribed by the State for the licensure area.

Licensure: The official recognition by a state governmental agency that an individual has met state-mandated requirements and, therefore, is approved to practice as a duly licensed educator in that state. Licensure is used synonymously with certification in many states.

Licensure-Only: Programs designed for individuals who possess the appropriate level degree to complete requirements to be issued a license.

Master's Degree Program: A graduate program for the advanced preparation of teachers or the initial or advanced preparation of other school personnel.

Part-time Students: Undergraduate students taking fewer than 12 semester hours or the equivalent; graduate students taking fewer than 9 semester hours or the equivalent.

Program: A sequence of courses and experiences in general, specialty, and professional studies required by a college/university for the preparation of professional education candidates to teach a specific subject or academic area, to provide professional education services (e.g., school psychology or counseling), or administer schools. A program area could be a major in education; it could also be a major, minor, or endorsement sequence in an academic area with professional education requirements for licensure.

Program Completers: Students who complete professional education programs in the institution. Such programs include those intended to prepare students for licensure; to culminate in a degree; to provide endorsement credentials; to provide professional development, or for other purposes. To complete a program does not necessarily mean licensure was obtained or a degree earned. See Program.

Appendix B: Praxis Testing Requirements

REVISED 3/20/2000

Testing Requirements for the North Carolina Professional Educator's License

(effective July 1, 2000)

The Praxis Series is the standard test requirement for licensing in North Carolina. Some licensure areas require one Praxis subject test while others require two or three Praxis subject tests.

The following pages list the tests required for each area of licensure and the minimum total score for the Praxis II subject tests required.

Initial Applicants

- ▶ • submit scores for the Principles of Learning and Teaching test (minimum acceptable score = 160).
- submit scores for the required Praxis II subject tests **but** may submit applications without test scores if they completed an education program outside of North Carolina.
- need to satisfy the specialty area or subject assessment requirement for only one licensure area, even if initially eligible for more than one area. [If one of the areas is school administration, applicants must take the test for that area].
- must meet North Carolina's testing requirements. NTE tests taken prior to July 1, 1996, can be accepted if they met North Carolina's test regulations at the time an approved education program was completed and the test was taken. (School administrators must meet current requirements.)

Holders of Eligibility Statements who applied for licensure without test scores can meet the testing requirement by

- ▶ • earning the test scores specified by the Licensure Section when a license is first issued. (Individuals will be given until June 30 of the school year in which the license is issued to meet testing requirements.)

License Holders Adding an Area of Licensure

- ▶ • submit Praxis subject assessment scores in addition to meeting academic requirements for adding the area (unless no test is required for a particular area) **but** may submit applications without test scores if they completed an education program outside North Carolina. They will be issued a temporary permit valid until June 30 of the school year in which the license is issued to meet testing requirements.

Test scores must be properly authenticated and without qualifications, reservations, or irregularities. Licensing action taken as a result of test scores discovered to be fraudulent becomes null and void and may be cause for license revocation.

Praxis Testing Requirements for the North Carolina License Effective July 1, 2000

Area of Licensure	Code	Required Tests	Required Score on Subject Assessment
<i>Special Service Personnel</i>			
School Administrator - Superintendent	011	School Leaders Licensure Assessment (See note below)	155
School Administrator - Principal	012	School Leaders Licensure Assessment (See note below)	155
Curriculum-Instructional Specialist	113	0410	590
Instructional Technology Specialist - Computers	077	none	n/a
Media Supervisor	078	0410	590
Workforce Development Director	711	0410	590
Exceptional Children Program Administrator	88099	0410	590
Counselor	005	0420	570
School Social Worker	006	none	n/a
School Psychologist	026	0400	620
Instructional Technology Specialist - Telecommunications	074	none	n/a
Media Coordinator	076	0310	610
Audiologist	88003	0340	590
Speech-Language Pathologist	88082	0330	550
<i>Preschool/Elementary</i>			
Birth through Kindergarten	014	none	n/a
Elementary (K-6)	025	PLT & 0011 and 0012	313 (total score)
Preschool Add-on	015	none	
<i>Middle Grades</i>			
Language Arts	78180	PLT & 0049	145
Mathematics	78200	PLT & 0069	141
Science	78300	PLT & 0439	134
Social Studies	78400	PLT & 0089	149
Agriculture	78700	PLT	n/a
Business	78760	PLT	n/a
Health Occupations	78720	PLT	n/a
Family & Consumer Sciences	78710	PLT	n/a
Marketing	78730	PLT	n/a
Technology	78820	PLT	n/a

Note: Applicants for school administration should contact the North Carolina Standards Board for Public School Administration at (919) 715-2049 for additional information regarding the School Leaders Licensure Assessment.

<i>Secondary</i>			
Anthropology	433	PLT & 0081 & 0084	TBD (total score)
Bible	905	PLT	n/a
Biology	310	PLT & 0235 & 0234	TBD (total score)
Business Education	600	PLT & 0100	580
Chemistry	330	PLT & 0245 & 0483	TBD (total score)
Earth Science	302	PLT & 0570	530
Economics	431	PLT & 0081 & 0084	TBD (total score)
English	100	PLT & 0041 & 0043	321 (total score)
French	510	PLT & 0171 & 0173	335 (total score)
Geography	410	PLT & 0081 & 0084	TBD (total score)
German	530	PLT & 0180	540
History	420	PLT & 0081 & 0084	TBD (total score)
Latin	590	PLT	n/a
Mathematics	200	PLT & 0061 & 0065	281 (total score)
Physics	320	PLT & 0260	510
Political Science	405	PLT & 0081 & 0084	TBD (total score)
Russian	580	PLT	n/a
Science (Comprehensive)	300	PLT & 0435 & either 0483 or 0234	TBD (total score)
Social Studies (Comprehensive)	400	PLT & 0081 & 0084	TBD (total score)
Sociology	432	PLT & 0081, & 0084	TBD (total score)
Spanish	520	PLT & 0191 & 0192	327 (total score)
<i>Special Subject Areas</i>			
Art	810	PLT & 0131 & 0133	322 (total score)
Dance	805	PLT	n/a
English as a Second Language	110	PLT & 0360	520
French	511	PLT & 0171 & 0173	335 (total score)
German	531	PLT & 0180	540
Health Specialist	098	PLT & 0550	640
Junior ROTC	999	PLT	n/a
Music	800	PLT & 0111 & 0113	299 (total score)
Physical Education	090	PLT & 0091	158

Note: Tests indicating scores to be determined (TBD) are to be set by SBE early during the 2000-01 school year.

Reading (bachelor’s level)	190	PLT & 0200		540
Reading (graduate level)	190	PLT & 0300		570
Safety and Driver Education	096	PLT		n/a
Spanish	521	PLT & 0191 & 0192		327 (total score)
Speech Communication	109	PLT & 0220		560
Theater Arts	108	PLT		n/a
Exceptional Children				
Academically Gifted	88087	PLT		n/a
*Behaviorally/Emotionally Disabled	88085	PLT &	0351	143
			0371	147
*Cross Categorical	88001	PLT &	0351	143
			0352	136
Hearing Impaired	88088	PLT		n/a
*Mentally Disabled	88081	PLT &	0351	143
			0321	144
*Severely Profoundly Mentally Disabled	88002	PLT &	0351	143
			0321	144
*Learning Disabled	88086	PLT &	0351	143
			0381	139
Visually Impaired	88083	PLT & 0280		550
Workforce Development (Vocational) Education				
Agricultural Education	700	PLT		n/a
Career Development Coordinator	747	PLT		n/a
Handicapped/Disadvantaged	770	PLT		n/a
Health Occupations Education	720	PLT		n/a
Family & Consumer Sciences	710	PLT & 0120		540
Marketing Education	730	PLT & 0560		690
Technology Education	820	PLT & 0050		580
Trade and Industrial Education	740	PLT		n/a
Business Education	760	PLT & 0100		580

Questions about administration of these tests should be addressed to The Praxis Series, Educational Testing Service, P.O. Box 6051, Princeton, New Jersey 08541-6051. You may call 609-771-7395. Fax numbers are 609-530-0581 and 609-771-7906. You may visit the ETS Teaching and Learning Division Online at www.teachingandlearning.org

* Independent Scoring Model: The individual must earn the required validated score on each module.

Praxis II

Praxis II subject assessments replace the NTE specialty area tests in some licensure areas. Other areas still require the specialty area test. (The specialty area tests are listed under the Praxis II heading in the Praxis Series Registration bulletin.)

Each subject assessment is composed of two to three separate tests. The score requirements for each test include a minimum score and an adopted score. The total passing score requirement is the sum of the adopted scores for each separate test required for a particular subject (license area).

For subject assessments, North Carolina uses a compensatory model for calculating scores. This model allows a person to score below the adopted score on an individual test. However, to compensate for a lower score on an individual test, a person must score higher than the adopted score on another of the individual tests required for that particular subject. Although the compensatory model allows some flexibility in scores, an individual must meet the minimum score for each of the individual tests as well as the required total passing score to successfully meet the testing requirement.

Score Requirements

Subject * = multiple choice ** = constructed response	Code	Minimum Score	Adopted Score
Art (K-12)			
Art Making**	0131	150	165
Content, Traditions, Criticism **	0132	130	155
Content*	0133	144	159
<i>Required Total Passing Score</i>			<i>479</i>
Biology (9-12)			
Content Knowledge, Part I *	0231	154	165
Content Essays**	0233	139	146
Pedagogy**	0234	135	154
<i>Required Total Passing Score</i>			<i>465</i>
Chemistry (9-12)			
Content Knowledge*	0241	150	164
Physical Science: Pedagogy**	0483	139	154
Content Essays**	0242	135	155
<i>Required Total Passing Score</i>			<i>473</i>
Elementary Education (K-6)			
Curriculum Inst. & Assessment*	0011	153	167
Content Area**	0012	127	143
<i>Required Total Passing Score</i>			<i>310</i>
English (9-12)			
Content Knowledge *	0041	154	165
Essays**	0042	135	155
Pedagogy**	0043	145	155
<i>Required Total Passing Score</i>			<i>475</i>
French (K-12)			
Productive Language Skills**	0171	159	173
Content Knowledge*	0173	137	149

Language Arts (6-8)			
Content Knowledge*	0041	152	164
Pedagogy**	0043	135	155
<i>Required Total Passing Score</i>			319
Mathematics (9-12)			
Content Knowledge*	61	133	143
Pedagogy**	65	135	145
<i>Required Total Passing Score</i>			288
Music (K-12)			
Analysis**	0112	131	150
Concepts/Processes**	0111	135	150
Content *	0113	136	148
<i>Required Total Passing Score</i>			448
Physical Education (K-12)			
Content Knowledge*	91	155	161
Movement, Forms, Analysis, & Design**	92	144	157
<i>Required Total Passing Score</i>			318
Science (6-8)			
General Science: Content Essays**	433	130	140
Physical Science: Pedagogy**	483	139	156
<i>Required Total Passing Score</i>			296
Science (9-12)			
General Science: Content Essays**	433	130	145
Gen. Sci. Content Knowledge, Part 1 *	431	143	162
Gen. Sci. Content Knowledge, Part 2*	432	145	160
<i>Required Total Passing Score</i>			467
Social Studies (6-8)			
Content Knowledge*	81	158	164
Analytical Essays**	82	135	150
<i>Required Total Passing Score</i>			314
Social Studies (9-12)			
Content Knowledge*	81	158	168
Interpretation of Materials**	83	167	173
Analytical Essays**	82	145	150
<i>Required Total Passing Score</i>			491
Spanish (K-12)			
Content Knowledge*	191	148	159
Productive Language Skills**	192	156	168
<i>Required Total Passing Score</i>			327

Appendix C: Surveys

Recent Graduate Survey

Directions:

1. Indicate the college/university at which you completed your teacher education program.
2. For each of the items on the survey, please indicate by placing an "X" in the appropriate box if you are:

4 -- Very satisfied

3 -- Satisfied

2 -- Dissatisfied

1 -- Very dissatisfied

College/University at which you completed your teacher education program: _____

Grade Level(s)/Subject(s) you are teaching: _____

	4 Very Satisfied	3 Satisfied	2 Dissatisfied	1 Very Dissatisfied
1. The teacher education program in general.				
2. Your preparation for managing the classroom.				
3. Your preparation for using technology as an instructional tool.				
4. Your preparation for meeting the needs of diverse learners.				
5. Your preparation in curriculum content and delivery strategies.				

Please place your completed survey in the return envelope and give the envelope and cover letter to your mentor teacher.

Please return the survey to us by January 20, 2000.

Thank you for taking the time to provide us with this feedback.

Mentor Teacher Survey

Directions:

1. Indicate the college/university at which your beginning teacher completed his/her teacher education program.
2. For each of the items on the survey, please indicate by placing an "X" in the appropriate box if you are:

4 -- Very satisfied

3 -- Satisfied

2 -- Dissatisfied

1 -- Very dissatisfied

College/University at which your beginning teacher completed his/her teacher education program:

Grade Level(s)/Subject(s) your beginning teacher is teaching:

	4 Very Satisfied	3 Satisfied	2 Dissatisfied	1 Very Dissatisfied
1. The teacher education program in general.				
2. Your beginning teacher's preparation for managing the classroom.				
3. Your beginning teacher's preparation for using technology as an instructional tool.				
4. Your beginning teacher's preparation for meeting the needs of diverse learners.				
5. Your beginning teacher's preparation in curriculum content and delivery strategies.				

Please place your completed survey in the return envelope and give the envelope and cover letter to your principal.

Thank you for taking the time to provide us with this feedback.

Principal Survey

Directions:

1. Indicate the college/university at which the beginning teacher completed his/her teacher education program.
2. For each of the items on the survey, please indicate by placing an "X" in the appropriate box if you are:

4 -- Very satisfied

3 -- Satisfied

2 -- Dissatisfied

1 -- Very dissatisfied

College/University at which the beginning teacher completed his/her teacher education program:

Grade Level(s)/Subject(s) the beginning teacher is teaching:

	4 Very Satisfied	3 Satisfied	2 Dissatisfied	1 Very Dissatisfied
1. The teacher education program in general.				
2. The beginning teacher's preparation for managing the classroom.				
3. The beginning teacher's preparation for using technology as an instructional tool.				
4. The beginning teacher's preparation for meeting the needs of diverse learners.				
5. The beginning teacher's preparation in curriculum content and delivery strategies.				

Please place your completed survey in the return envelope, make sure the beginning teacher's survey and the mentor's survey are in the envelope, and return the envelope to us by January 20, 2000.

Thank you for taking the time to provide us with this feedback.

Appendix D: Rewards and Sanctions

Rewards and Sanctions

If schools are to succeed, they must be staffed with quality professionals. The quality of teacher education programs is a significant factor in determining the quality of the teaching profession. Because of this, programs should be assessed on a regular basis. One key method of assessing program quality is found in the Teacher Education Program Approval process. This process requires on-site reviews of teacher education programs by trained teams of professionals at least every five years. To assist in carrying out this process and in assessing the on-going quality of teacher preparation, beginning this fall, a Performance Report will be issued for each North Carolina college or university with an approved teacher education program. Data from the program approval process and the IHE Performance Report will be used to reward and sanction programs as required by the Excellent Schools Act.

Criterion 1: Compliance with State and National Accreditation Standards

Teacher education programs must reflect the standards which have been adopted for the profession. They must be unified and coherent. They must reflect the knowledge base of the profession and the wisdom of practice.

Does Not Meet Criterion	Meets Criterion	Exceeds Criterion
0	10	15
The unit does not meet national accreditation standards.	The unit meets all national accreditation standards, but weaknesses have been cited.	The unit meets all national accreditation standards and no weaknesses have been cited.
0	10	15
Unmet state standards have been identified in one or more specialty area programs.	All specialty area programs meet state accreditation standards, but weaknesses have been cited.	All specialty area programs meet all state standards and no weaknesses have been cited.

Criterion 2: Quality of Program Completers

Teacher education programs must produce individuals who know the subject matter they teach, have the pedagogical knowledge and skills to effectively meet the needs of diverse learners, and demonstrate the dispositions associated with effective teaching.

Does Not Meet Criterion	Meets Criterion	Exceeds Criterion
0	5	10
Fewer than 70% of program completers satisfactorily complete the Principles of Learning and Teaching exam within the authorized period.	70-85% of program completers satisfactorily complete the Principles of Learning and Teaching exam within the authorized period.	More than 85% of program completers satisfactorily complete the Principles of Learning and Teaching exam within the authorized period.
0	5	10
Fewer than 70% of program completers pass the specialty area exams within the authorized period.	70-85% of program completers pass the specialty area exams within the authorized period.	More than 85% of program completers pass the specialty area exams within the authorized period.
0	5	10
Fewer than 95% of program completers satisfactorily complete the Initial Licensure Program.	95-99% of program completers satisfactorily complete the Initial Licensure Program.	All program completers satisfactorily complete the Initial Licensure Program.

Does Not Meet Criterion	Meets Criterion	Exceeds Criterion
0 Fewer than 70% of program completers express satisfaction with the program.	5 70-85% of program completers express satisfaction with the program.	10 More than 85% of program completers express satisfaction with the program.
0 Fewer than 70% of program completers express satisfaction with their preparation to use technology in the classroom.	5 70-85% of program completers express satisfaction with their preparation to use technology in the classroom.	10 More than 85% of program completers express satisfaction with their preparation to use technology in the classroom.
0 Fewer than 70% of employers express satisfaction with program completers.	5 70-85% of employers express satisfaction with program completers.	10 More than 85% of employers express satisfaction with program completers.
0 Fewer than 70% of employers express satisfaction with the preparation of program completers to use technology in the classroom.	5 70-85% of employers express satisfaction with the preparation of program completers to use technology in the classroom.	10 More than 85% of employers express satisfaction with the preparation of program completers to use technology in the classroom.

Criterion 3: Involvement with/Service to the Public Schools

Teacher education programs can not exist in isolation from the public schools. There must be on-going involvement with public schools. Programs must serve the needs of the public schools.

Does Not Meet Criterion	Meets Criterion	Exceeds Criterion
0 There is minimal on-going teacher education faculty involvement with the public schools.	5 Most teacher education faculty are regularly involved with the public schools in substantive ways.	10 Faculty from teacher education and disciplines outside education are regularly involved with the public schools in substantive ways.
0 There is minimal institutional involvement with area public schools.	5 The institution supports and maintains public school collaborations and partnerships.	10 The institution proactively initiates and builds upon public school collaboratives and partnerships.
0 No special efforts are made to support beginning teachers.	5 Beginning teachers are provided some assistance on an individual or group basis.	10 The institution supports beginning teachers through special programs and initiatives on a consistent basis.
0 No special efforts are made to support lateral entry teachers.	5 General adjustments are made to meet the needs of lateral entry teachers.	10 The institution supports the preparation of lateral entry teachers through special programs and initiatives.
0 No special efforts are made to support career teachers.	5 Career teachers are provided some assistance on an individual or group basis.	10 The institution supports career teachers through special programs and initiatives on a consistent basis.

REWARDS AND SANCTIONS

The public disclosure of the IHE Performance Reports serves as a means of rewards/sanctions itself, as institutions seek to attract students and garner alumni support. Further rewards/sanctions are described below.

Rewards:

Institutions receiving an overall rating that falls within the range for "exceeding criterion" will be recognized by the State Board of Education as "Exemplary" and receive funds to support institutional scholarships for prospective teachers. The data generated by the first Performance Report will be used as benchmarking data to establish the range for "exceeding criterion." Five hundred scholarships of \$2500 each would be allotted among those institutions designated as "Exemplary," with a base number of scholarships going to each of these institutions and additional allotments based on enrollment in the teacher education program. To fund these scholarships, a budgetary request in the amount of \$1.25 million dollars (recurring and non-reverting) would need to be made to the General Assembly.

Sanctions:

For each item on the assessment scale on which the institution receives a rating of "Does Not Meet Criterion" the institution will be required to submit a written plan to the Department of Public Instruction detailing the actions that will be taken to correct the deficiency(ies); technical assistance will be available through the Teacher Education Section. If an institution receives the same "Does Not Meet Criterion" on two consecutive assessments, the Department will conduct an on-site review of the program. The results of this review will be reported to the State Board of Education and may result in closure of the licensure program.